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ABSTRACT

The purpose of this practicum was to plan and implement a comprehensive development program for the staff, parents, and community at an inner city elementary school serving a disadvantaged, segregated student population. The program included a variety of activities, workshops, group efforts, and meetings that encourage the participation of all decisionmakers involved in the educational process. Parental involvement, student activities, community involvement, and inservice programs for the staff were developed and implemented. A number of measures substantiate increased gains in student achievement and community participation. (Author/MLF)

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NOVA UNIVERSITY

NATIONAL ED. D. PROGRAM

WASHINGTON, D.C. CLUSTER

Maxi I Practicum

TITLE:

COMBINED HUMAN EFFORTS IN ELEVATING ACHIEVEMENT AT THE WHEATLEY SCHOOL

Submitted as partial fulfillment of the
requirements for the degree of
Doctor of Education, Nova University

Washington, D. C. Cluster
Dr. Paul E. Cawein, Coordinator

Type of School System
Large Urban District
132,000 Students

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A B S T R A C T

The purpose of this practicum was to plan and implement a comprehensive staff development program for the Wheatley School staff, parents and community that created more positive attitudes toward school and elevated achievement of students through combined human efforts. The data collected substantiated increased gains for the Wheatley students. As a result of combining our efforts, the Wheatley staff will be better able to utilize its expertise to fulfill the staff development goals as set forth in Superintendent Sizemore's 120-Day Report to be implemented during the 1974-75 school year.

INTRODUCTION

Samuel Wheatley Elementary School, an inner city Pre-kindergarten - six structure, serves a disadvantaged, segregated pupil population. The students are products of a depressed socio-economic environment, and consequently, have experienced academic and social problems. The cognitive and affective levels of Wheatley's students indicated a need for improvement.

An analysis of the staffing pattern revealed the existence of a variety of isolated resources for the purpose of minimizing the identified problems of the students. Also, the community members sporadically came forth with ephemeral solutions when crises arose. The staff and community welcomed suggestions for improving the instructional program for the students. The fragmentation of efforts, however, proved to be insignificant.

The practicum participants combined their expertise derived from the tri-discipline approach of Elementary School Administration, Special Education, and Adult Education to create and implement a comprehensive staff development program for Wheatley School staff, parents, and community which created more positive attitudes towards school and elevated achievement of students through the combined human efforts.

The program included a variety of activities, workshops, group efforts, and meetings which encouraged participation of all decision makers involved in the educational process. Parental involvement, student activities, community involvement, and in-service programs for the staff were developed and successfully implemented by the practicum participants.

The evaluation process gave conclusive evidence of congruence of practicum objectives and outcomes. As a result of the combined human efforts, the total effect has made a difference in the lives of the students.

THE PRACTICUM DESIGN

THE PROBLEM IDENTIFIED

Samuel Wheatley Elementary School, with a Pre Kindergarten - six organizational pattern, is located in the Northeast area of Washington, DC. It is bounded by four main streets that are largely commercial: Mt. Olivet Road on the north, Florida Avenue on the south, West Virginia Avenue on the west, and Bladensburg Road on the east.

According to the 1970 United States Census Data, this area of approximately five-tenths (.5) of a square mile had within its boundaries 3,133 males and 3,478 females of all ages. There were 1,548 families in this area. Two hundred twenty-nine (229) of these families fell below the poverty level and an additional one hundred eighty-eight (188) were on public assistance. Of the families in the poverty category and on public assistance, there were four hundred thirty-six children between the ages of six and 18 and two hundred six children below the age of five years. It was also significant to note that in this area there were three hundred thirty-eight families with female head.

Wheatley Elementary School was once a relatively small school having only twelve classrooms and meeting the needs of its immediate school population of 420. However, in the mid-sixties, Wheatley found that it had outgrown its twelve classrooms, making it necessary to hold classes in four sub-standard basement rooms and to partition the auditorium for use by four classes. In order to fully accommodate the influx of students, Wheatley organized for

part-time or half-day classes. Teachers were able to serve twice the number of students but for a shorter time. In 1968, an addition was completed which made Wheatley a much larger physical structure capable of serving a larger community with a full day's program. As of this school year, 1973-74, there are forty-two staff persons; thirty-two of these classroom teachers. The projected enrollment, according to the DC Public School Elementary Department, is 865. Wheatley ended the school year in June 1973 with 908 students enrolled. The present enrollment, according to the September 17, 1973 membership is 853.

In addition to services provided by the regular budget of the DC Public Schools (budget allowance for the 1973-74 school year was approximately $500,000), Wheatley and the community will have the services of two federally funded programs:

(1) Elementary and Secondary Educational Act, 1965 (ESEA) Title I program

(2) Model Cities Program

Title I will make available additional staff to elevate achievement specifically in the areas of mathematics and reading. The Model Cities Program makes available a Day Care Center based at Wheatley School and other community programs such as a library and a community center. The Day Care Center operates only after three o'clock now but did operate originally as an all-day center. However, all-day care was available this past summer. Hence, Wheatley is very much a part of the lives of many of the children.

Nearly all of Wheatley's student body comes to school in the morning and does not leave school until dismissal at three. One-eighth of the students go directly to the Day Care Program after regular school dismissal and stay until they are called for by their parents as late as eight in the evening. Dinner is served to these students. Breakfast and lunch are served (free of parental charge) to another three-fourths of the Wheatley student body. One-eighth of the students are able to purchase breakfast and lunch at reduced rates. A very small number of students go home for lunch. It is obvious, then, that Wheatley makes a difference in the lives of these children.

A further examination of Wheatley students and their families reveals that, according to the 1970 US Census Report, of the inhabitants above compulsory school age (over 16), but under 21, two hundred thirty-five of these persons had not completed, and were not currently enrolled in, any educational program. The educational attainment for the adults over 25 years of age revealed the following:

EDUCATIONAL ATTAINMENTS

Highest Grade Completed	Number of Adults
0 years of schooling	32
1 - 4 years	180
5 - 7 years	288
8 years	267

According to these data, there seems to be a need for adults to have opportunities and encouragement for more schooling.

A. Harry Passow, in a study of Washington, DC Public Schools in 1966, made two recommendations in reference to adult and continuing education that:

(1) Pilot neighborhood programs be created aimed at adults with low levels of literacy and vocational competence

(2) Recruitment, training, and continuing education of adults be made a part of the District's total staff development

Passow further stated that, considering the high drop-out rate (approximately 40 percent), the District schools must be concerned with planning more adequate programs at this end of the educational ladder as well as with the early childhood end. School systems must go out to the neighborhoods to determine what kinds of programs will reach the various adult publics.

Wheatley School community, like most inner city environments, has its share of poverty and illiteracy. Wheatley has a concentration of economically disadvantaged children, a desegregated pupil population, and is in need of more meaningful and appropriate programs and empathetic educators. A random sampling of the population at Wheatley who took the California Achievement Test last school year, 1972-73, shows massive low achievement levels in each grade. According to city-wide achievement, Wheatley was below the fiftieth percentile in 1972-73.

The Executive Study Group's Report, 1968, and Passow's Study, 1966, both recommended strongly the creation of a Special Education Department whose function would be to organize services at the local building level in order to effectively meet the needs

of the many children as possible in the mainstream of the educational system and in the regular classrooms. With the addition of these special education programs, children who would be normally assigned to special classes would be able to function within the regular classrooms. The Special Education School Based Program views the child positively, realistically assessing his strengths and weaknesses--mental, physical, social, and emotional--and then building a solid, sequential, individualized educational program. A cohesive program of this kind can only succeed if the entire school is committed to its aims and goals. With our expertise, we plan to make it a reality.

In order to help create a total commitment toward elevating the achievement of the Wheatley students, staff development is necessary. Staff development is the successful training which involves:

(1) Acquisition of knowledge and skills, so that people know what they are to do and how they are to do it

(2) Application so that people can use effectively what they have acquired; and

(3) Maintenance of knowledge and skills, so that factors in the working area support the desired performance

Responsibility for in-service education in the District of Columbia is widely diffused throughout the system. A new office of Staff Development is taking on some in-service functions but these are not yet clearly defined.

While principals, the official instructional leaders in buildings, are expected to conduct in-service activities, they are

generally too busy for this except with a few new teachers. Directors of in-service training activity recognize its importance and give low marks to present programs. Weaknesses are frequently attributed to shortages of leadership, funds, staff time, and motivation. The Executive Study Group, 1968, reports that the team approach to staff development is far more effective, especially when combined efforts of an entire staff are brought to bear on community improvement through involvement and achievement elevation for students. Barbara Sizemore, newly selected Superintendent of DC Public Schools, alludes to a team approach for improving students' instructional levels. Superintendent Sizemore will move in this direction through local building PACTS (Parents, Administrators, Community, Teachers, Students) Groups. These groups will be action-oriented toward effective planning for their local buildings, with goals to improve pupil instructional levels. Teamwork is needed among all those involved in the school system. Through combined human efforts, schools will not only exist for children but will exist with meaningful, profitable, and desirable programs.

A SOLUTION CONCEPTUALIZED

Practicum Participants Eleanora M. Ridgley, Assistant Principal of Wheatley School; Alvin E. Gross, Supervising Director of Adult and Continuing Education, and Mary J. Gross, Supervisor of Special Education, represented a unique combination of disciplines whose total effect accomplished the following objective:

> To plan and implement a comprehensive staff development program for Wheatley School staff, parents, and community that will create more positive attitudes toward school and will elevate achievement of students through these combined human efforts.

The participants of this Practicum accepted the challenge of strengthening cognitive and affective skills of Wheatley School students. The proposed plan of staff development provided opportunity for the exchange of ideas of all persons involved: Wheatley School staff, parents, students, community members, and Practicum Participants. The resultant communication and flow of relevant information on a regular basis produced gains for all as reported in the activities discussed and described within.

COMPREHENSIVE STAFF DEVELOPMENT ACTIVITIES

Increased Parental Involvement at Wheatley School

At Wheatley, parental involvement enhanced the school program. It changed the learning environment for students, staff, and administrators toward more positive results. The following activities indicated how parents made a difference.

The parent corps of the Wheatley School was organized in October 1973. It came under the ESEA Title I Program. For this reason there were restrictions:

1. Only five parents could receive stipends because of budget control
2. These parents could only serve identified Title I children (Grades K - 3).

However, these five parents reported during the week of October 30, 1973. By the end of the week all five had served. Their services proved so very valuable that the PTA decided to solicit volunteers to serve in Grades four through six.

By Christmas another corps of parents was organized. Though these parents could not come on a regular basis, it provided a pool of parents who could be called upon request. Some of the valuable services these parents provided included:

1. holding classes while teachers attended workshops and observations
2. helping to prepare scenery for plays

3. tutoring individual students and small groups
4. correcting papers
5. chaperoning classes on trips
6. assisting in the lunchroom

Next year Wheatley plans to increase the membership in this corps of parents.

The organization of room parents began with much enthusiasm. Though every grade was not able to secure a parent, the parents who had volunteered agreed to represent additional rooms especially during the PTA Membership Drive. These parents worked diligently while the drive was being held. Each Tuesday and Thursday the parents came to the classrooms to take care of PTA business until December, after the drive was over.

It was during December that the PTA attempted to increase the membership in the Parent Corps and many of these room parents volunteered. Hence, after the PTA Drive was over these same parents increased their tasks by functioning as members of the Parent Volunteer Corps. It is hoped that next school year the tasks for room parents will be designed so that they can remain as a separate entity. Of course, this means that many more parents will have to be recruited as volunteers.

The PTA Membership Drive was kicked off at a special assembly held September 1974 at 2:30 in the afternoon. Each room mother was present, Student Council Representatives, and four representatives from each of the classrooms. It was explained through slides of activities taken in previous years how the PTA uses

these funds to help the school and how the fund-raising activities helped everyone to get acquainted. There was a question and answer period following the slide presentation.

It was decided that each classroom would post the daily results of the PTA Drive on a bulletin board in their rooms and at the end of the drive the three classes securing the largest percentage of membership based on current enrollment would be given a party by the PTA. All of the students present would return to their rooms with this information. Student Council Representatives would help the Pre-Kindergarten through Grade two classes get started with the contest.

The membership committee and the room mothers conducted a door-to-door campaign by dividing themselves by blocks. One committee member personally asked each staff member. These combined efforts were encouraged and supported by the principal and assistant principal. As you can see by the Membership Charts A & B on Page 11, 1973-1974 shows a significant increase in membership for each grade and for staff members. This increase in membership also brought about more involvement for each component in PTA.

Two parent rap sessions were held during the school year 1973-1974. The Assistant Principal initiated them and provided guidance during their execution.

The first rap session was held in April to discuss the superintendent's decentralization plans for the DC Public Schools.

CHART A

PTA MEMBERSHIPS--WHEATLEY SCHOOL, 1972-1973

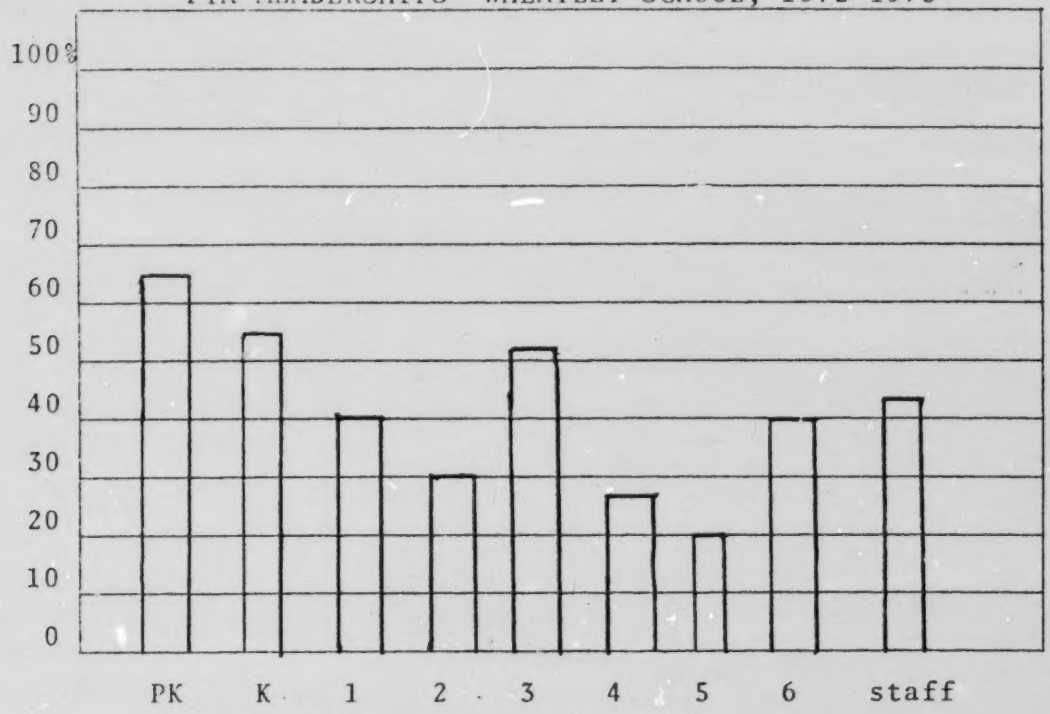
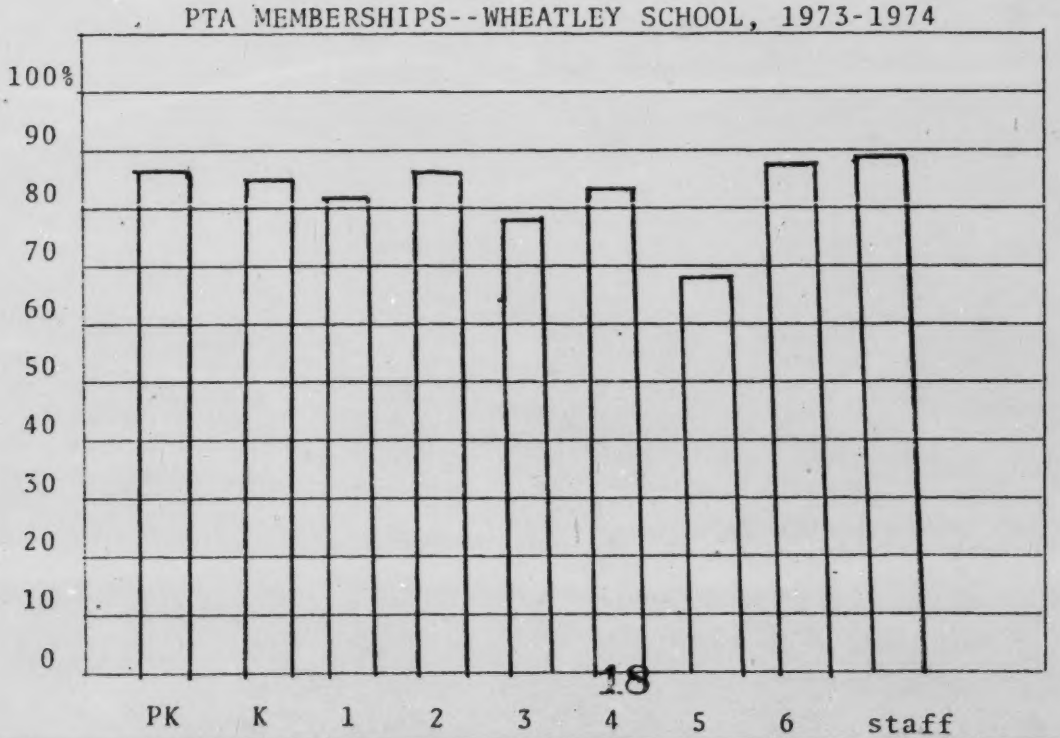


CHART B

PTA MEMBERSHIPS--WHEATLEY SCHOOL, 1973-1974



Parents were given handouts describing the advantages of decentralization and were encouraged to submit questions not answered at this session to be discussed in May.

On May 1974, the second rap session was held. It was suggested that the questions submitted would be answered first. This was done. There were ten questions submitted. Some of the more interesting questions were:

1. How does the Superintendent know that children will learn more in a decentralized school system?
2. What does multi-age, multi-level mean?
3. Do teachers want decentralization?
4. Will all children be promoted?
5. If decentralization fails what will be next?

These questions were attempted to be answered by the principal, assistant principal and staff present. Our parents were inquisitive about our new organization for the school system and hopefully will move to become involved at the local school level for successful implementation.

Fostered More Student Activities at Wheatley School

The student activities at Wheatley were varied and provided additional skill development in a more informal way than did the regular classroom. Although these activities were not as structured as regular classroom activities, students were able to acquire skills and knowledges in leadership, interests, and service.

The number of students who participated in the described activities contributed to the positive gains in achievement.

Peer tutoring is thought to produce very positive results. At Wheatley School the peer tutoring program was organized after the issuing of the first report card, in November 1973. Students in grades 4, 5 and 6 who were reading at least on grade level or one grade below were invited to join the Peer Tutoring Program. In addition, students (tutors) who had reading problems but met the criteria for Math were used as Math tutors.

The effectiveness of older students tutoring younger students benefited both tutor and tutee. The tutors exhibited changed positive behavior simply because they were placed, often for the first time in their lives, in positions of trust and responsibility. The younger students (tutees) showed skill improvement and exhibited more interest during teaching time.

Twenty tutors were used during the course of the Peer Tutoring Program and more than one hundred tutees benefited from their services. The Program was supervised by Practicum Participant Ridgley with the help of one staff person.

The Student Council activities were supervised by a staff member. The objective was to improve upon the Council as an organization. Therefore, the objectives of the Student Council were refined and attention was directed toward its functions, privileges and responsibilities. This year the Council was largely made up of upper grade students with one lower grade student per grade level invited to join. Marked improvement was shown in the

leadership abilities of these students. Because of the effort toward improvement, many responsibilities were given to the Council that were carried out beautifully. Thirty students grew in many different ways because of their association with the Student Council.

Interest groups at Wheatley continued to gain momentum after their inception in February. (See Appendix C) Each club received a donation of $10 from the PTA to help defray costs of items not in the school's regular supplies. A culminating activity was held in June for parents, community and classes to show what the clubs had been doing.

Following is a breakdown of the number of students served through these interest clubs:

Name of Club	Number of Students
Charm	20
Photography	8
Outstanding Student	11
Newspaper	15
Drama	13
Creative Arts	15
Slimnastics	20
Library	10
Sewing	34
Red Cross	11
Merit Badge (Girl and Boy Scouts)	5
Brownie	12

It was determined that the safety patrols at Wheatley should be more carefully organized. In order to provide maximum safety for all of the students, it was necessary to involve them in the goal setting and safety activities. Therefore, several safety programs were incorporated into the curriculum.

First, the staff agreed to relate safety to the other subjects in the curriculum and to life activities in the community (See Appendix C).

Another safety program organized for the purpose of making our safety patrols more effective was the inclusion of six students on the PTA Safety Committee.

This group functioned as Wheatley's Safety Council. A Safety Program was outlined for the remaining months. (See Appendix C). In May a final assembly was held to inform the student body of the forthcoming Safety Patrol Parade held in DC annually for safety patrols across the country. Wheatley's patrols demonstrated what they planned to do on the special day in order to win a prize. Earlier, a slogan contest was held and the winner was announced. The joy was knowing that this student's slogan would be used on a banner in the parade. Wheatley did not earn prizes this year, but the safety patrols can be proud that not one life was lost because of their dedication and hard work.

Promoted Positive Affective Behavior and Improved Cognitive Skills of Wheatley School Students

Early in the field of education, most of the stress was placed on only the cognitive behavior of students. However, today we are

just as concerned with the affective behavior of students for we know that the affective determines the cognitive. At Wheatley, improved cognitive skills resulted because positive affective skills were promoted.

American Education Week is held nationally during the second week in November. Schools across the nation commemorate this week by holding a variety of school activities. In the District of Columbia, Open House is an activity generally held in each school. Schools open their doors in a special way for parents and community people to come and observe and sometimes participate in the educational process.

Wheatley held open house two days during this week. On day one, parents and community observed the teaching-learning process throughout the building. On day two, parents and community were invited to participate in mini- workshops planned by a few teachers whose classes were held by other teachers in a team-teaching process. The workshops proved interesting and exciting but time did not permit the participants to attend all five of the workshops conducted simultaneously. The five workshops were centered around:

Reading Can Be Fun
Math Is All Around Us
Understanding Each Other
Schools Are Like Families
Helping Children to Help Themselves

On June 11, 1974, Awards Assemblies were held. Each teacher had been asked to submit two names of students who should be recognized for Academic Excellence and Citizenship. An additional award was given to any student who had perfect attendance. (See Appendix C) There were ten such students. Each teacher presented

the certificate of awards to his students. The real surprise came when each teacher was presented an award by the principal or assistant principal for a job well done with a special project or committee. This was a first at Wheatley and the principal and teachers indicated a desire to continue the trend.

Facilitated and Encouraged Professional Growth of Wheatley School Staff

Professional growth at Wheatley intended to improve the staff in three areas: teaching, membership on the staff, and membership in the profession. Growth in this manner by the staff has direct relationships to elevation of achievement (See Appendix B).

The assistant principal made available current articles for teachers to read and browse through by providing a "What's New" corner in the teacher's lounge. Twice a month on Monday in the same lounge discussions were held on a voluntary basis at 3:15 pm - 4:15 pm. The interaction was tremendous and attendance improved with each meeting. At the closing meeting in May there were twenty staff members present as opposed to six at the initial meeting in November. These sessions were informative as well as enjoyable.

At the opening meeting in September staff members were asked to volunteer for a committee of their choice. Only one person volunteered for the Staff Development Committee. At the next meeting the following morning the assistant principal questioned the staff as to why and found out that staff members thought they would have to plan and implement the staff development activities.

After a n explanation indicating that this committee would only plan for activities agreed upon by the entire staff without the major responsibility for conducting each activity, the committee was formed with eight members including the assistpant principal.

Each month the following activities were planned (See Appendix B):

October - "Report Card Interpretation," conducted by Grade Chairmen and Practicum Participant E. Ridgley for staff and parents

November - "Individualizing Instruction," conducted by Staff of Local Teacher College

December - "Use of Media and Related Materials," conducted by SEIMC (Special Education Instruction at Materials Center) including Practicum Participant M. Gross

January - "Tests and Their Results," conducted by Pupil Personnel; "Behavior Modification," conducted by Practicum Participant M. Gross and Special Education Resource Teachers.

February - "Constructing Learning Packets and Aids," conducted by Special Education Department Staff (including Practicum Participant M. Gross)

March - "Parent-Teacher Sharing," conducted by School-based teacher (See Special Education Workshops)

April - "The Metric System," conducted by the Math Department, DC Public Schools

May - "Developing Summer Interest Packets," conducted by Grade Chairmen and Practicum Participant E. Ridgley.

During the past school year some opportunities were provided for new teachers and others in need to observe within the building. This proved both convenient and appropriate for the

observers could do so during a time when their classes were with special teachers and it provided opportunities to see what could be done with children of like backgrounds and experiences. Even teachers not necessarily needing help began to visit others to gain insights for different ways to do what was being done.

Table I, page 20, shows a study of travels done by the staff for professional growth. There is a significant increase in the amount of travel as the result of the efforts of the practicum participants. In addition, the kinds of professional programs attended were broad in interest and scope.

Provided an After-school Parental Program and Workshop

The critical need for special education funds to prevent violation of the Joseph C. Waddy Decree precluded the funding of the proposed classes for the Wheatley School staff. The proposed class for the staff failed to materialize.

However, as described in the interim report, the alternative strategies were successfully implemented. The first of these, the After-school Parent Program of twelve weeks' duration, was developed to help equip parents with simple teaching techniques for helping their children. Friends of the Adult Education Association of Greater Washington funded the program.

A Wheatley School fourth grade teacher, Joan Parler and Practicum Participant E. Ridgley recruited parents of pupils of grades 4, 5 and 6 in an effort to reach a non-Title I population (See Appendix D).

TABLE I

A COMPARATIVE STUDY

Number of Staff Members Who Traveled for Professional Growth

	Prior to the Practicum			Encouraged by Practicum Participants		
	1972 - 1973			1973 - 1974		
Staff Member	Yes	Where	No	Yes	Where	No
1 - A	x	Math Conference Baltimore, MD		x	Math Conference Univ. of Pittsburgh; Math Conf. Baltimore, MD	
2 - B	x	Science Conf. Univ. of Md.		x	Exchange Teacher Summer-England; NEA Conv. NY City; Math Conf. Balt, MD	
3 - C			x	x	Reading Workshop Baltimore, MD	
4 - D			x	x	Reading Workshop Baltimore, MD	
5 - E			x	x	Reading Workshop Baltimore, MD	
6 - F			x			x
7 - G			x			x
8 - H			x	-	Transferred	
9 - I	x	Council for Exceptional Children, Dallas, TX		x	Council for Exceptional Children, NY	
10 - J			x		On Compensatory Leave	
11 - K			x	-	Maternity Leave	
12 - L	x	Home-School Institute, Arlington, VA		x	PACTS Workshop, Warrenton, VA; Home-School Institute, Arlington, VA	

TABLE I Continued
Page 2

	Prior to the Practicum			Encouraged by Practicum Participants		
	1972 - 1973			1973 - 1974		
Staff Member	Yes	Where	No	Yes	Where	No
13 - M			x	x	Self Concept Conf., Prince Georges County, MD	
14 - N			x	x	Title I Reading Conf., Boston, MASS	
15 - O			x	x	Title I Reading Conf., Silver Spring, MD	
16 - P			x			x
17 - Q			x	x	NEA Conference, NY City ASCD Conf. Anaheim, CAL	
18 - R	x	Observed Elem. Schools Programs Hawaii		x	Tour of Egypt (summer - 6 wks)	
19 - S			x	-	Transferred	
20 - T			x	x	Understanding Youth, Richmond, VA	
21 - U			x	x	Title I Reading Conf., Silver Spring, MD	
22 - V			x	x	Understanding Youth, Richmond, VA	
23 - W			x	x	Title I Reading Conf. Philadelphia, PA	
24 - X			x	x	Home-School Institute, Arlington, VA	
25 - Y	x	Summer Session Spelman College Atlanta, GA		x	Reading Workshop, Arlington, VA	
26 - Z			x	-	Resigned	
27 - AA		28	x	x	Reading Workshop Arlington, VA	

TABLE I Continued
Page 3

	Prior to the Practicum			Encouraged by Practicum Participants		
	1972 - 1973			1973 - 1974		
Staff Member	Yes	Where	No	Yes	Where	No
28 - BB			x	-	Retired	
29 - CC			x	x	ASCD Conf., Aneheim, CAL, NEA Conf., NY City	
30 - DD			x	x	NEA Conf., NY City	
31 - EE			x	x	Librarian's Conf. Camden, NJ	
32 - FF	x	Counselor's Convention, Atlanta, GA		x	Counselor's Conv., New Orleans; Graduate Study Mexico Univ.	
33 - GG			x	x	Physical Educ., Conf., Delaware	
34 - HH			x	-	Left the city	
35 - II	x	Delta Convention Atlanta, GA		-	Transferred	
36 - JJ			x	x	Speech Workshop, Montgomery County, MD	
37 - KK			x			x
38 - LL			x			x
39 - MM	x	Learning Disability Conf.		x	Learning Disability Conf., NY	
40 - NN			x	x	Music Conf., Aneheim, CALIF	

TABLE I Continued
Page 4

Prior to the Practicum				Encouraged by Practicum Participants		
1972 - 1973				1973 - 1974		
Staff Member	Yes	Where	No	Yes	Where	No
41 - OO			x	x	Learning Disability, Conf., NY	
42 - PP	x	Principals Conf.		x	Principals Convention, Aneheim, CAL	
43 - QQ	x	Ed. D. Institute Nova Univ. Ft. Lauderdale, FLA		x	International Reading Conference, New Orleans PACTS Workshop, Warrenton, VA	

Each group of parents attended a two-week session (twice a week) by grade levels. During the last two-weeks' period a culminating activity was held during which time each parent demonstrated a technique learned using his or her child in the session. Practicum Participant Alvin Gross was the speaker for the activity. A total of thirty-four parents participated in the activity.

The second alternative strategy was a mini-workshop planned by the School Based teacher to supplement the March PTA staff development activity (See Appendix B). During this time, help was given to teachers and parents in the construction of materials and aids for instructional purposes. Practicum Participant M. Gross served as consultant and gave technical assistance to the School Based teacher.

Parents are a vital component of the teaching-learning process. They must be included in all activities in order that constant reinforcement of the school's efforts can be made.

Arranged Special Education Workshops for Wheatley School Staff

The Department of Special Education made available, through the effort of the Practicum Participant M. Gross and the School Based Teacher, workshops planned to increase the skill of regular classroom teachers in programming for students with diversified behaviors and abilities. We all agree that the successful development of cognitive and affective skills of students is directly related to the level of skill proficiency of teachers.

The principal, Practicum Participants E. Ridgley and M. Gross, and the School Based teacher conferred at regular intervals to assess the needs of the staff and to utilize available resources to plan appropriate staff development.

In order to fulfill the request of fifth grade teachers to become more skilled in the utilization of media, the School Based Teacher, in consultation with the Webb School satellite SEIMC (Special Education Instructional Materials Center) presented an overwhelmingly successful workshop on December 6, 1973 at Wheatley. A resource teacher joined media technicians in providing a "hands on" experience with the overhead projector, the 3M copier, construction of transparencies, filmstrips and other classroom aids. (See Appendix B for agenda).

Each teacher in attendance gave positive feedback indicative of the extreme satisfaction derived from release time provided by parental involvement and supervision of classes.

In response to the staff's concern with the demonstrated lack of skill in dealing with behaviorally problemed pupils, a Behavior Management Workshop was presented by Practicum Participant M. Gross and two resource teachers on January 23 at Wheatley School.

Instant positive feedback substantiated the success of the workshop. The majority of teachers in attendance indicated that the aspects of the workshop most helpful to them were role playing, various activities, charts, materials, bibliographies, handouts, ideas, presentation of ways of dealing with misbehavior and research findings (See Appendix B).

On February 22, city wide staff development day, a team of special education resource teachers and Practicum Participant M. Gross secured a two-pronged workshop: The Learning Center Approach and the Construction of Instructional Materials. The slide presentation of actual learning centers in selected schools inspired the staff to seriously explore the use of this technique for individualizing instruction. The subsequent "hands on" experience gave teachers the opportunity to construct materials with the assistance of the School-Based Teacher.

Utilized Staff Meetings to Clarify the School Based Program

Practicum Participant M. Gross concluded in a previous Nova practicum that the suddenness of the Waddy Decree allowed inadequate time for the newly created School-Based Teacher's role to be internalized by the staff. Most teachers envisioned a program which totally relieved them of responsibility for students with learning and/or behavioral problems. However, conscientious efforts were made to promote the concept that a viable educational program must provide personalized instruction for all students involved. When students with problems are isolated and labeled, self-concepts are damaged thereby interfering with the affective and cognitive development of students.

In order to present the conceptual and theoretical thrust to maximize the potential of the program for providing support services to teachers, Practicum Participant M. Gross and a fellow supervisor developed a slide presentation and narration to clarify the goals of the program. The Wheatley staff viewed the presentation with interest on September 27 and eagerly discussed the various components of the school-based role (See Appendix B).

During the October staff meeting, a panel discussion led by Practicum Participant M. Gross and a team of resource teachers reinforced the services offered by Wheatley's School-Based Teacher, Diana Mayo (See Appendix B). The question and answer period which followed gave all in attendance ample opportunity for meaningful exchange which greatly increased understanding of the program.

Utilized Committees to Clarify and Discuss School Problems Through PACTS

Communication is the key to understanding. Many issues that result in problems for the school exist because there has been a lack of communication between home, community, and school. Until these problems are solved, the students are the losers. The PACTS process allows for the required human inputs that should help maintain wholesome environments for the teaching-learning process.

PACTS were formed at Wheatley for four issues that have been described in the evaluation section of this report (See Evaluation Criteria, page 51).

Each issue was thoroughly put through the process with each PACTS component fully participating. It became very clear as each issue arose that these components should not consist of the same persons. Therefore, each issue brought forth different component representatives.

The components were represented on each of the four issues by the following persons:

Issue I (See Evaluation Criteria, page 51 for description)

P - P.T.A. Ways and Means Chairman
A - Principal
C - Retired Teacher in School Community
T - Liaison Teacher Representative to P.T.A.
S - Student Council President

Issue II (See Evaluation Criteria, page 51 for description)

P - P.T.A. Safety Committee Chairman
A - Assistant Principal
C - Police Officer attached to School Division
T - Teachers' Union, School Chapter Advisory Chairman
S - Captain of Safety Patrols

Issue III (See Evaluation Criteria, page 51 for description)

P - P.T.A. President
A - Assistant Principal
C - Director, Day Care Center
T - Representative chosen by Teachers' Union
S - Grade 6 Student

Issue IV (See Evaluation Criteria, page 51 for description)

P - P.T.A. President
A - Principal
C - Grocery Store Proprietor
T - Representative chosen by Teachers' Union
S - Grade 6 Student

Utilized Varied Conference Techniques

Wheatley School, as most inner city schools, is the beneficiary of numerous diversified support services. Each discipline provides skilled personnel prepared to bring his or her unique approach to the total adjustment of pupils. However, much of the effectiveness of the well-intended services are lost through the lack of on-going communication.

Improved and varied conference techniques were instituted at Wheatley in an effort to develop a communication channel readily accessible to the diversified personnel.

The employment of varied conference techniques at Wheatley was the key factor in encouraging the proper attitude for growth.

According to David Johnson, man is often described as a communicating animal. All human progress has been achieved through cooperative action which depends upon effective communication. Our daily lives are filled with one communication experience after another. Through communication people reach some understanding of each other, learn to like each other, influence each other, build trust, form and terminate relationships and learn more about themselves and how other people perceive them. Through communication you learn to understand others as persons and to help others to understand you as a person.[1]

Since the School Based Special Education Teacher's effectiveness was contingent upon the utilization of well developed communication skills, inservice training for the improvement of the consultative process was held on Wednesday, November 15, 1973. Teams of key personnel were invited to observe the Webb Elementary School supportive personnel actively involved in the team conference approach in planning for students with problems. Wheatley's Practicum Participant, E. Ridgley, the counselor, the School Based Teacher, (a supportive team) joined teams from other schools to witness the team conference technique demonstrated by the model supportive services team. (Each of the following components was represented: administrator, teacher, counselor, psychologist, teacher aide). (Appendix B)

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[1]David W. Johnson, Reaching Out: Interpersonal Effectiveness and Self-Actualization, (New Jersey: Prentice-Hall, Inc.), 1972.

The Wheatley Staff readily accepted the team conference approach and enthusiastically incorporated the weekly scheduled conference into the School Based Program. The counselor and School Based teacher teamed their efforts to encourage frequent parent-teacher-student conferences for purposes other than crisis situations. The collaboration of the home school increased mutual uunderstanding and trust between parents and teachers.

The School Based Teacher was given additional training during monthly cluster meetings and individual supervisory visits to extend her knowledge and increase her skill in facilitating increased conferencing among teachers, supervisors, administrators and ancillary staff. The multi-disciplinary team approach has been established at Wheatley as an aid to the creation of open communication. Table II, page 31, shows the frequency and variety of conferencing techniques employed at Wheatley. The fact that many of the conferences are scheduled according to perceived needs indicates that conferencing as a technique for problem solving has become a "way of life at Wheatley."

As a direct result of the increased communication caused by the improved and varied techniques, the Special Education Teacher increased the staff's understanding of the goals of the School Based Program. Increased requests for supportive services and intervention maximized the staff's potential to combine their efforts to improve the cognitive and affective skills of the students.

TABLE II

FREQUENCY AND VARIETY OF CONFERENCING TECHNIQUES

Types	Scheduled	Unscheduled	Frequency
Multi-disciplinary team	X		Weekly
School Based Teacher with classroom teacher	X		Daily
School Based Teacher with teachers of a specific grade level	X		Monthly
Special Education Supervisor with School Based Teacher		X	Monthly
School Based Teacher with Psychologist	X		Weekly
School Based Teacher with Administrator	X		Weekly
Individual pupil conference with Teacher, Counselor, Administrator, Ancillary Personnel		X	Daily
Parent-teacher-student	X		As needed

Recruited Adults in Wheatley School Community for Continuing Education Classes

In an effort to provide an education for the adults in the Wheatley community, the recruitment kick off was made when the P.T.A. President gave the participants of this practicum an opportunity to speak to the parents at the first meeting of the year (See Appendix D). Talks were also made at the local churches and civic meetings. Flyers were distributed at school and throughout the Wheatley community. One hundred seventy-three adults responded to the intensive search as compared to eighty-seven the previous year. The increase in attendance was 98.85 percent. Forty-three of the adult students this year were identified as dropouts under twenty-one years of age. One hundred fifty-three of these adult students have children now attending Wheatley School. The desire for better jobs, self improvement and the desire to help their children at home were among the most frequent reasons given for their attending classes at Woodson which is the nearby adult center for this area.

Provided Continuing Education Classes for Wheatley School Community at the Woodson Adult Education Center

The conventional high school program was continued as usual in addition to new courses as follows:

Preparation for Examinations. The Preparation for Examination Course that was offered was a comprehensive teaching program carefully structured to help students to pass the high school equivalency and other competitive examinations offered to the

residents of the Wheatley community. The program was planned on a step-by-step basis in the various academic areas. Opportunities were provided for individualized instruction and assessment techniques that provided for continuous evaluation. As the year progressed and opportunities became available, students indicated that they were interested in taking competitive examinations in such areas as the high school equivalency, armed services, post office, police department and clerical positions. Spelling and Vocabulary Building were included as part of preparing students for the varied examinations.

Health and Family Living. The adult students from the Wheatley community obviously demonstrated a need for a health program to be administered in all aspects. A survey indicated that approximately two percent of the adults were partially aware of some of the community health resources available to them as citizens of the District of Columbia.

An all out health campaign was launched with speakers, counselors, public health officials and social workers being invited to speak and to present programs and activities related to health and family living. Adults were informed of the services available to them with an emphasis placed upon helping their school children.

Consumer Education. In the Wheatley school community the consumer economic problem is one of a special nature in that the citizens of this area are frequently victimized more than their fair share as a result of their lack of knowledge related to the practices and procedures of business transactions.

As the consumer education project was implemented, there was found to be a substantial correlation between the two variables involved. It was determined that much of the correlation resulted from measuring a cause and its effects over a period of one month and its weight gain or improvement over the same period of time. When the results were compared with substantial data as of August 1973, as recorded in the publication, "Instructional Resources For Consumer Education," there was only a slight deviation from the mean plus or minus for the students involved in the Woodson community.

Provided Educational Seminars for Woodson Adult Education Staff

The workshop seminars for the Woodson Adult Education Staff were held on November 5, January and March 12. According to Dr. Louis J. Rubin, the curriculum is defined as the sum of learning experiences which a school makes available to a student. In order to discern what experiences could possibly be given, the students as well as the teachers were encouraged to give input as to their needs.

The workshops included areas of interests as follows:

1. Attracting and Retaining Students
2. Performance Objectives
3. Humanistic Approach in Meeting Student Needs
4. Individualizing Instruction (Learning Packets)
5. Use of Media Technology and Instructional Aids
6. Student Participation in the Learning Process
7. Student Self-Evaluation
8. Assessment of Performance Objectives

Extended (Evening) Counseling Services for Wheatley School Parents

Many of the parents of Wheatley School students are employed during school hours and consequently are not available for conferences. Some are forced to remain home with younger pre-schoolers while others are reluctant or unwilling to visit the school. The total Wheatley staff was encouraged by the Practicum Participants to cooperate with the counseling service in an effort to inspire more parents to contribute to their children's cognitive and affective development.

Several previously cited practicum activities emphasized the value of on-going communication with parents and staff. As a result of a planning session with the administrator and Practicum Participants, the plan to institute extended counseling services to contact the "hard to reach" group of parents was explored. A retired counselor who substituted at Wheatley volunteered her services after school to help reach the "hard core" parent group. Evening home visits were scheduled by appointment and the volunteer was available two days per week (December 1973 to March 1974) at the conclusion of the regular school day. Teachers were encouraged to identify referrals for this service.

Evening and night telephone conferences were effective in initiating a genuine concern for parents. As a result of the personal touch rendered after school hours, many parents have realized that contacts by the school can be positive and rewarding.

The Youth Programs Information and Referral Manual[2] was consulted frequently by the volunteer counselor and the regular counselor to locate community agencies and resources in areas of health and dental services, mental health services, legal services and cultural and recreational services.

In an effort to increase parental involvement, the counselors (regular and volunteer) instituted the follcwing strategies at Wheatley:

1. Provided parents and/or guardians with success reports periodically via written notes, prepared flyers, personal home visits and day and evening phone calls
2. Arranged informal parent group discussions
3. Encouraged willing parents and/or guardians to assist with contacting other parents
4. Sent parents and/or guardians brief, interesting, workable ideas to help their children at home
5. Sent parents notification of books, movies, television programs and cultural actiivities which are beneficial
6. Recruited parents to participate in the Afterschool Parent Program
7. Helped organized parent-teacher mini-workshops and recruited parents to participate

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[2]Office of Youth Opportunity Services, The Youth Program Information and Referral Manual, 1973.

EVALUATING RESULTS OF THE PRACTICUM

EVALUATING RESULTS OF THE PRACTICUM

A product evaluation, one technique for measuring and interpreting the achievement of goals of educational change, was used to determine the effectiveness of the practicum after the completion of a full cycle. The object of this evaluation was to measure and interpret outcomes.

Through the combined efforts of the Practicum Participants, the following list of criteria was developed in order to measure the success of the practicum.

1. Number of Parents and Community Members Receiving Credits Toward a High School Diploma or Passing the General Educational Development High School Test

   Students earning credits during the year towards a high school diploma: 143

   Students earning enough credits during the year in order to complete graduation: 34

   Passed Examinations as follows:

High School Equivalency	- 21
Clerical Examination	- 19
Police Department	- 3
Post Office Department	- 5
Armed Services	- 3
Total Number Passing Examination	- 41
Number Taking Examination, but Not Passing	- 20

Twelve of our adults were taken off of public assistance and sixty-seven were able to get better jobs as a result of either

graduating from high school or taking courses that would assist them in making passing scores in competitive examinations. Better jobs meant better salaries and better homes for the Wheatley children. According to the Coleman Report, the home plays a very important role in the educational growth of children.

2. Number of Persons Referred for Community Services

The number of adults acquainted with community services who were helped in getting referrals for their families are as follows:

1. Dental services at a nominal fee 12
   Howard University Dental School
2. Eyeglasses on a pro rata income basis 4
   Gayles Health Clinic
3. Clothing for needy families 39
   Perry School Project
4. Shoes for the family 46
   P.T.A. Shoe Project
5. Food stamps for needy families 12
   Department of Public Welfare
6. Free school lunches for needy families 12
   Department of Public Welfare
7. Bus transportation for a physically disabled child 14
   Department of Special Education
8. Family Counseling 12
   Parent and Child Center
9. Legal Aid (Free) 3
   Howard University Law School
10. Public Housing 4
    National Capital Housing

How a child's potentialities develop, what his attitudes are, and how he behaves will depend first of all upon his mother and

father, brothers, sisters, and other relatives. His day-by-day experiences play a large part in his educational growth. The Wheatley adults who were a part of the Health and Family Living Courses took advantage of the community services for their families thus making it possible for their children to be ready for learning.

3. Number of Parents Involved in the Total Wheatley School Program

We train people for almost every important job in society except the most important of all--parenthood. Mothers and fathers have a most difficult job, but few have been trained with the "teaching skills" they need. Therefore, the schools take on the responsibility of providing situations where parents can acquire, feel and observe techniques for helping their children. Many of the experiences were informal but effective.

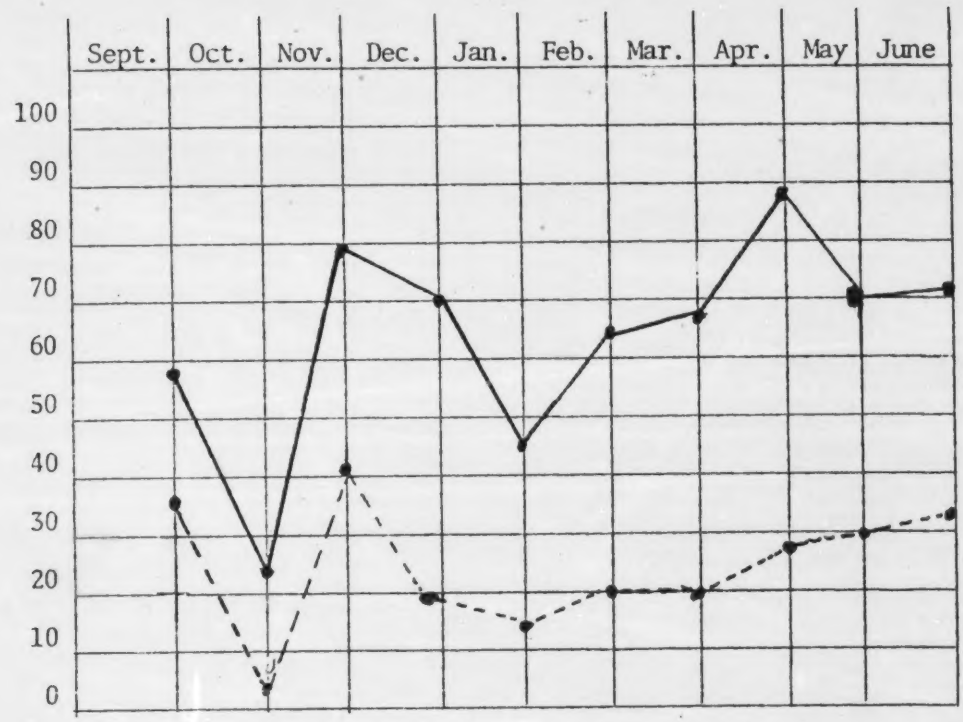
At Wheatley, parents were encouraged to participate in every phase of the school program. This included attendance at special assembly programs to participation in program decision making.

The following charts on pages 41 and 42 show parent participation increased during the school year 1973 - 1974.

Chart A indicates that November, the time of the first report card, American Education Week, formation of P.T.A. Committees brought into the school more parent participation during both school years. In April 1973 - 1974, the parent workshops increased parent participation, although January (1973 - 1974) shows a drop in participation that cannot be explained. February (1973 - 1974) shows an upward climb that does not decline even to the very end of the school year.

CHART A

MONTHLY REPORT OF PARENTS INVOLVED
IN TOTAL WHEATLEY SCHOOL PROGRAM



School Year 1972 - 1973 ----------
School Year 1973 - 1974 _____

CHART B

Month	School Year 1972 - 1973 No. of Parents	School Year 1973 - 1974 No. of Parents
Sept.	24	48
Oct.	4	16
Nov.	35	69
Dec.	13	63
Jan.	9	39
Feb.	14	57
Mar.	14	61
Apr.	19	82
May	20	62
June	21	69
	173* Total no. Parents	576* Total no. Parents

*Average monthly parent participants, 17.3

*Average monthly parent participants, 57.6

Chart B shows that the 1972 - 1973 school year had an average daily parent participation of 17.3 The 1973 - 1974 school year had an average daily parent participation of 57.6, an average increase of 40.3 daily parent participation.

4. The Number of Adult Students Who Improved Buying Habits and Family Budgeting

Projects	Results
Examining Personal Values Each student selected an imaginary salary. Students then deducted taxes and planned a budget for his income. Finally, each student analyzed his proposed spending pattern for class discussion.	Eighty-nine percent of the students now have a workable knowledge of how to better plan and spend based upon their incomes. This makes for thrift and better home living.
The Consumer's Rights and Responsibilities in the Market Place Each student collected and displayed newspaper and magazine articles about fraudulent practices affecting consumers. Discussions were then held on laws that protect the consumer: 1. National 2. State 3. Local	Eighty-seven percent of the students involved were made more aware of the ways of protecting themselves from fraudulent practices through examining articles and merchandise used in fraudulent practices.

The Wheatley adults who were a part of the consumer program learned how to budget their incomes and learned more about their rights as consumers. Better budgeting meant a wiser use of money for better home living.

5. Number of Adult Students Who Utilized Instructions in Income Tax Preparation

Project	Results
Adult students were taught with visual aids on loan from the Dept. of Internal Revenue as to the correct manner in filling out income tax forms, possible deductions and how to calculate. Students were also taught the different ways that they could file.	Eighty-three percent of the students were able to fill out their own income tax forms. Nine percent of the students were given help because of unusual circumstances. The remaining students did not fill out any form since they were either unemployed or on public assistance. Forty-three percent of the students received refunds for the first time. The income tax savings of this group amounted to $2,384.

6. Number of Teachers Who Accepted the Concept of Mainstreaming Exceptional Children

The School Based Program Evaluation (questionnaire) was administered to the Wheatley School staff on September 27, 1973 and May 1974. Following are the results:

Questions	Teachers' Responses			
	Sept. 1973		May 1974	
	Yes	No	Yes	No
1. Are you familiar with the philosophy of the School Based Program?	17	15	27	5
2. Do you understand the concept of mainstreaming exceptional children?	16	16	32	0
3. Do you believe that students with diversified needs and backgrounds should be taught in the regular classroom?	7	25	18	14
4. Is this concept attainable at Wheatley?	8	24	25	7

The prevailing philosophy of mainstreaming exceptional children was clearly understood by one hundred (100) percent of the staff at Wheatley in May 1974. The fact that eighty-four (84) percent of teachers admitted to familiarity with the philosophy was indicative progress of the staff toward acceptance of a concept difficult to internalize. The fifty-six (56) percent of teachers who believed the concept was attainable at Wheatley in May 1974 gives positive indication that teachers have begun to realize that students with diversified needs and backgrounds should remain in regular classrooms and receive supportive services from the combined human efforts generated by the practicum participants.

7. Number of Referrals to the School Based Special Education Teacher for Supportive Help in Mainstreaming Students

This evaluative criterion is highly indicative of the utilization of human efforts to improve the school's program for children since the increased usage of the School-Based services indicated a positive attitudinal set of the teachers toward the acceptance of their responsibility to program for students with special needs.

According to the Data Resource Reports of the Department of Special Education, Wheatley's Special Education Teacher consistently received an increased number of referrals for supportive services from the staff (See Table III, page 46).

The cumulative number of referrals increased from fourteen (14) to seventy-six (76) in a period of eight months. The teachers consistently sought supportive services from the School-Based

Teacher. Referrals continued to be made during the spring with the same intensity as during the fall months. It is interesting to note that the period of increased requests for service paralleled the period which Practicum Participants intensified their efforts to generate the full range of human efforts within Wheatley.

TABLE III

DATA RESOURCE REPORTS*

WHEATLEY SCHOOL REFERRALS

Month	Cont. In Ser.	New in Service	Dis-charged	Monthly Total	Cumulative Referrals
Sept.	--	14	--	14	14
Oct.	14	8	7	15	22
Nov.	15	4	1	18	26
Dec.	18	8	5	21	34
Jan.	21	15	15	21	49
Feb.	21	4	8	18	53
Mar.	18	19	23	14	72
Apr.	14	4	7	11	76

*DC Public Schools, Department of Special Education, Data Resource Reports, September 1973 - April 1974.

8. Number of Wheatley School Teachers Who Enrolled in Classes for Professional Development

Class	1972-73	1973-74	Increase
Reading	9	21	+12
Mathematics	4	14	+10
Special Education	3	11	+ 8
Others	3	5	+ 2
TOTALS	19	51	32

The above data indicates that there was a significant increase in the teacher-class enrollment for professional growth. It is hoped that the Wheatley students' improved achievement can be attributed in part to this increased teacher-class enrollment.

9. Number of Wheatley School Community Members Who Enrolled in Adult Education Classes at the Woodson Adult Center

The number of adults enrolled in the adult education program from the Wheatley School area was increased from 87 during the school year 1972-73 to 173 during the school year 1973-74. This was an increase of 98.8 percent. This increase was due to the human efforts in recruiting for students.

10. Number of Wheatley School Teachers Implementing Ideas Gained From Staff Development Workshops

If teachers are to improve instruction, it is most likely that they will need to change their classroom behavior again and again. In fact, all programs for staff development are undertaken on the assumption that teachers' instruction can be improved. The perceptive teacher will regard the need for change in his behavior as a challenge.

Planned change as used here does not result from coercion, indoctrination, or any other external factor or force. For planned change to occur, a person needs to want to change and then proceed to bring about the change.

The following charts represent the strong commitment on the part of teachers at Wheatley Elementary and Woodson Adult Education Center for meaningful change through application of skills gained from staff development workshops.

Practicum Participants Ridgley and A. Gross recorded the skills being used in classrooms through direct observation during the three months indicated. Twenty classrooms were observed in each given month.

It is interesting to note that an increased use of each skill was shown as the year progressed. Hopefully, this accounted for much of the student improvement shown in the data below (See Tables IV-A and Table IV-B).

TABLE IV-A

PERCENTAGE OF WHEATLEY SCHOOL STAFF IMPLEMENTING IDEAS GAINED FROM STAFF DEVELOPMENT WORKSHOPS

Skills Observed	Month Nov. 16	Jan. 9	Mar. 16
Individualized Instruction	35%	85%	95%
Use of Media & Related Materials	70%	95%	100%
Behavior Modification Techniques	65%	85%	80%
Learning Packets & Instructional Aids	40%	70%	90%
Student Participation	95%	100%	100%

N = 20

TABLE IV-B

PERCENTAGE OF WOODSON ADULT EDUCATION TEACHERS IMPLEMENTING IDEAS GAINED FROM STAFF DEVELOPMENT WORKSHOPS

Skills Observed	Month Nov. 16	Jan. 9	Mar. 16
Individualized Instruction	60%	71%	83%
Use of Media & Related Materials	70%	78%	82%
Behavior Modification Techniques	30%	35%	80%
Learning Packets & Instructional Aids	40%	60%	75%
Student Participation	60%	68%	85%

N = 20

11. Number of Problems Solved by PACTS Committee

PACTS is an acronym for Parents, Administrators, Community Residents (other than parents), Teachers and Students. The concepts contemplate these groups working together on the questions relating to education in the school. According to Kenneth W. Haskins, former Vice Superintendent of DC Public Schools, the concept starts with the premise that education of our young people is a concern of all community members and that each person brings to this a different point of view and different contributions. Further, he states it is based upon the fact that education never ends and that the total community is at one time both teachers and learners. He believes that the groups included in PACTS have a common interest and can only accomplish their common goals by working together.

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Through the PACTS process an issue is solved only if a concensus is reached. If a concensus is not reached, each of the components involved in the process again looks at the issue and starts new approaches that will hopefully bring about a concensus in the decision making.

The following four issues at Wheatley School were approached through the PACTS process (See Table V, page 51).

12. Number and Frequency of Individual and Team Conferences Held

The value of conferences as a means of communication was transmitted to the student body. The regular and volunteer counselors reported a substantial increase in individual conferences held with students. Students began to experience rewarding consequences when they engaged in meaningful dialogue for the solution and prevention of problems.

The School-Based Teacher held numerous daily individual conferences, both scheduled and unscheduled. The eagerness of students to confer called for strategies to limit the influx of self-referrals. The most successful strategy was the creation of a specific period (2:30 - 3:00 p.m.) daily for unscheduled conferences.

The Table II on page 31 of the report gives evidence of the frequency and variety of conferences held at Wheatley. The multidisciplinary team conference was instituted October 1973 and was held weekly each month until the close of school, June 1974. The staff has expressed the intention to request this mode of communication next school year.

TABLE V

Issue	Decision (concensus)	Impasse
1. Should Wheatley students participate as sellers in fund-raising activities of the PTA?	No.	Yes. Reopen in new school year 1974-75
2. Can a portion of the school's playground provide additional parking for the staff?	Yes. Only for staff who arrive by 8:30 a.m. and who do not plan to move their cards before the 3 o'clock dismissal	No
3. Should report cards be given directly to parents on days designated for this purpose?	No	Yes. Reopen in new school year 1974-75
4. Should students who remain at school for lunch be allowed to leave to buy at a nearby store?	No. There is no supervision for their safety and the buying of goodies will discourage the eating of the planned school lunch	No

13. The Number of Staff Members Who Traveled for Professional Development Showed a Significant Increase During the School Year 1973 - 1974. (See the Summary Below)

SUMMARY OF PROFESSIONAL DEVELOPMENT DATA

School Year 1972 - 1973

Number of staff members who traveled	11
Number of professional development programs attended	11

School Year 1973 - 1974

Number of staff members who traveled	27
Number of professional development programs attended	38

14. Staff Members Who Engaged in Professional Writing

Staff Member A

Contracted through a university in New York to enroll in a correspondence professional writing course. Staff Member A has submitted one article entitled "How I Individualized Instruction," that will be included in a professional journal this coming school year.

Staff Member B

Elected as a national sorority officer has the responsibility of addressing its members four times a year in the sorority publication.

Staff Member C

Submitted to the National Capitol Parks Organization an article entitled, "Pollution and Its Affects on Our Environment."

Even though the number who engaged in professional writings is small, it is an increase when compared with the previous year during which none of the staff engaged in this activity.

15. Number of Staff Members Who Joined Professional Organizations

The word education comes from the Latin root word educere, which means "to draw forth, to bring out." Active participation in professional organizations can and does bring out its membership so as to create more interested and cultivated persons who have developed flexible and open-minded attitudes toward life, people and themselves.

The teacher who fails to grow professionally fails his responsibility to his students, his community and his profession. As the data is reviewed in the following table, it can be observed that the Wheatley staff made an encouraging effort to become involved in a wide range of professional growth organizations that accounted for more matured individuals as well as improvement of skills with students being the beneficiaries.

NUMBER OF STAFF MEMBERS WHO JOINED PROFESSIONAL ORGANIZATIONS

Organization	No. Who Joined
American Federation of Teachers	24
American Personnel Guidance Association	1
Association of Supervision and Curriculum Development	2
Council for Exceptional Children	9
Elementary Classroom Teachers Association	14

PROFESSIONAL ORGANIZATIONS Cont'd.

Organization	No. Who Joined
Elementary Principal's Association (Local)	2
International Reading Association	6
National Association for Continuing, Public, Adult Education	1
National Education Association	10
National Principal's Association	2
National Science Association	1
Parent Teacher Association	44
Research Club of DC Public Schools	3

16. Number of Students Who Increased Reading and Mathematics Levels

The decision to utilize the Informal Reading Inventory and the Informal Mathematics Inventory to assess pupil growth was based on the cancellation of the 1974 citywide testing program by the Pupil Appraisal Department of the DC Public Schools. It was suggested that the Informal Reading Inventory be used in its place. (See Appendix D).

According to Marjorie S. Johnson and Roy A. Kress, the Informal Reading Inventory, a structured observation of reading performance, appraises the individual's level of competence on a particular job without reference to what others do. It is designed to determine how well the individual can do the job. Materials of known levels of difficulty are used to find out if he can or cannot read them adequately.

Since the Wheatley staff routinely administered the inventories to determine the proper level for a child's reading and mathematics instruction, the Practicum Participants were successful in encouraging the staff to utilize this method of evaluation to determine pupil growth (See Tables VI and VII on pages 56 and 57).

As a result of the implementation of the Comprehensive Staff Development Program for Wheatley School staff, parents and community, a significant change in reading and mathematics levels of students occurred. The number of students achieving at/or above grade level was compared by grades in June 1973 and June 1974. The obtained (t) scores were as follows:

Mathematics (t)	7.488
Reading (t)	4.378

With five degrees of freedom, a t score of at least 4.032 was necessary for the change to be significant at the .01 level for both tests indicated that 99 percent of the results were attributed to the efforts and treatments delineated in the practicum design (See Tables VIII and IX, pages 58 and 59).

17. Number of Students Who Joined Interest Groups

The Interest Groups provided many wholesome activities for the students and sponsors involved. A chart under student activities on page 14 reveals that the sewing class enrolled the largest number of students. This group began with one sponsor, but eventually was divided into two groups, a beginners group and an advanced group. Another staff member and two parents shared the responsibilities. Sewing machines were loaned by other staff persons as well as by the two parents involved.

TABLE VI

WHEATLEY SCHOOL STUDENTS

Reading Gains By Levels*

Grades	Unmatched Samples Number	Dates of Testing	Below Grade Level %	On Grade Level %	Percentage Increase on Grade Level %	Above Grade Level %	Percentage Above Grade Level %	Number Students Increased to Grade Level	Number Stude Increased Above Grade
Grade 1	130	June '73	39.23	60.79	20.01		1.60	+22	+2
	125	June '74	17.60	80.80		1.60			
Grade 2	119	June '73	37.81	62.18	17.30		1.70	+19	+2
	117	June '74	18.80	79.48		1.70			
Grade 3	124	June '73	41.93	58.06	15.49		.82	+17	+1
	121	June '74	25.61	73.55		.82			
Grade 4	129	June '73	48.83	50.38	6.31	.77	.80	+ 7	+1
	127	June '74	41.73	56.69		1.57			
Grade 5	124	June '73	55.64	43.54	5.24	.80	.82	+ 6	+1
	123	June '74	49.59	48.78		1.62			
Grade 6	143	June '73	65.03	33.56	5.24	1.39	.10	+ 4	--
	134	June '74	59.70	38.80		1.49			
					11.61% Mean Increase to Grade Level		.97% Mean Increase to Above Grade Level	75 Total No. Students Increased to Grade Level	7 Total Nu Students creased Above Gr Level

*

TABLE VII

WHEATLEY SCHOOL STUDENTS

Mathematics Gains By Levels*

Grades	Number	Dates of Testing	Below Grade Level %	On Grade Level %	Percentage Increase on Grade Level %	Number Students Increased to Grade Level
Grade 1	127	June '73	49.61	50.39	13.10	16
	126	June '74	36.51	63.49		
Grade 2	121	June '73	48.76	51.24	10.94	12
	119	June '74	37.82	62.18		
Grade 3	132	June '73	65.15	34.85	9.68	11
	128	June '74	55.47	44.53		
Grade 4	129	June '73	62.79	37.21	7.67	9
	127	June '74	55.12	44.88		
Grade 5	126	June '73	69.05	30.95	6.15	7
	124	June '74	62.90	37.10		
Grade 6	129	June '73	75.97	24.03	5.34	6
	126	June '74	70.63	29.37		
					8.81% Mean Increase to Grade Level	61 Total # Students Increased to Grade Level

*Determined by Informal Mathematics Inventories

TABLE VIII

READING

TEST FOR SIGNIFICANCE

Direct Difference Method for Computing (t) Test For Unmatched Samples

	X_1 June 1973 # of Children on Grade Level or Above	X_2 June 1974 # of Children on Grade Level or Above	Gain Difference	D_2
1.	79	103	24	576
2.	74	95	21	441
3.	72	90	18	324
4.	66	74	8	64
5.	55	62	7	49
6.	50	54	4	16
	396	478	82	1470
	M = 66.0	M = 79.6	M = 13.66	

$$\sigma_D = \sqrt{\frac{\Sigma D^2 \sigma}{N} - (M_D)^2}$$

$$\sqrt{\frac{1470}{6} - 186.59}$$

$$\sqrt{245 - 186.59}$$

$$\sqrt{58.41 - 7.644}$$

$$\sqrt{7.644}$$

$$\sigma_{MD} = \frac{\sigma_D}{\sqrt{N - 1}}$$

$$\frac{7.644}{6}$$

$$\frac{7.644}{2.449} = 3.12$$

$$t = \frac{MD}{\sigma_{MD}}$$

$$t = \frac{13.66}{3.12} = 4.378$$

TABLE IX

MATHEMATICS

TEST FOR SIGNIFICANCE

Direct Difference Method for Computing (t) Test For Unmatched Samples

	X_1 June 1973 # of Children on Grade Level or Above	X_2 June 1974 # of Children on Grade Level or Above	Gain Difference	D_2
1.	64	80	16	256
2.	62	74	12	144
3.	46	57	11	121
4.	48	57	9	81
5.	39	46	7	49
6.	31	37	6	36
	290	351	61	687
	M = 48.3	M = 58.5	M = 10.17	

$$\sigma_D = \sqrt{\frac{\Sigma D^2}{N} - (M_D)^2}$$

$$\sqrt{\frac{687}{6} - 103.43}$$

$$\sqrt{114.5 - 103.43}$$

$$\sqrt{11.07 = 3.328}$$

$$\sigma_{MD} \sqrt{\frac{\sigma_D}{N - 1}}$$

$$\sqrt{\frac{3.328}{6}} = 1.358$$

$$t = \frac{MD}{\sigma_{MD}}$$

$$t = \frac{10.17}{1.358} = 7.486$$

The groups having the next highest enrollments were Charm and Scouts. Each of these clubs received many of their experiences outside of the school setting. They visited many places after school as well as on weekends.

Interest Clubs not only provided additional motivation for learning in a more informal setting but, most of all, students saw staff persons and parents work cooperatively toward a common goal.

18. Number of P.T.A. Memberships Secured

There was a significant increase in P.T.A. memberships during the school year 1973 - 1974. See page 11, Chart B.

19. Number of Parents Who Attended American Education Week Open House

American Education Week is recognized nationally in schools both public and private. The second week in November is set aside for this purpose. It is assumed that this school activity began when parents and community were not as involved in the daily school program as they are today.

However, schools continue to open their doors for parents and community to come and see what happens during a school day. Recently most schools in the DC Public School System set aside only two or three days during this week with specified times for observing.

Wheatley parents responded well to the invitation extended them as the following indicates:

Grade Level	No. of Parents
Pre-Kindergarten	21
Kindergarten	47
Grade 1	38
Grade 2	36
Grade 3	40
Grade 4	38
Grade 5	28
Grade 6	42
Total number of parents who attended . . .	290
Number of parents who were first-time visitors	32

The above chart indicates that though there are fewer kindergarten students enrolled in the total school when compared with other grades, the parent representation is larger. The implication for the school should center around getting parents involved at this level and somehow structuring school activities so that these parents remain active in the school.

It is also interesting to note that parents of grade six students are well represented. These students leave elementary to enter junior high in the fall; therefore, parents are apparently really concerned as to what their students are doing and if they are doing enough to cross this hurdle.

20. Number of Students Who Remain on the Safety Patrol Force

The Safety Patrol membership remained basically the same throughout the school year with one exception. A few of the female

patrols dropped out during the cold months, some at the suggestion of parents and others because they felt it was too cold.

These students' interests were kept alive by allowing them to prepare hot chocolate for the patrols during the cold weather. When spring came they rejoined the outside force. Charts A and B, pages 63 and 64, indicate the stability of the Safety Patrol Force.

21. Number of Students Recognized for Outstanding Achievement, Citizenship, and Attendance

See "Promote positive affective behavior and improved cognitive skills of Wheatley students," page 15 of Report for a discussion of the number of students recognized for outstanding achievement, citizenship, and attendance.

22. Number of Teachers Who Have Outstanding Attendance Records

This evaluation item was found to be difficult to measure by the Practicum Participants. According to the Agreement Between the Board of Education of the District of Columbia and The Washington Teachers' Union, Local Six, AFT, AFL-CIO, teachers are allowed to use three types of leave on a daily basis with few specifications:

General Leave
Emergency Leave
Sick Leave

A few observations were made by looking at the leave records of the Wheatley Staff for school years 1972 - 1973 and 1973 - 1974. During the school year 1972 - 1973, 56 percent of the staff was absent ten or more days. Less than ten percent of the staff was

CHART A

WHEATLEY SCHOOL PATROL FORCE

No. Who Joined Sept. 1973			10/73	11/73	12/73	1/74	2/74	3/74	4/74	5/74	No. Remaining June 1974		
B	G	T									B	G	T
23	7	30	No changes	1 boy dropped (transferred)	1 new boy joined 1 girl dropped	2 girls dropped	1 girl dropped	2 boys joined	4 girls re-joined	2 boys transferred	23	7	30

CHART B

WHEATLEY SCHOOL PATROL FORCE

Month	Boy	Girl	Total
October 1973	23	7	30
November 1973	22	7	29
December 1973	23	6	29
January 1974	23	4	27
February 1974	23	3	26
March 1974	25	3	28
April 1974	25	7	32
May 1974	23	7	30
June 1974	23	7	30

absent five or less days. In comparing 1972 - 1973, teacher attendance data with 1973 - 1974, it was noted that only 30 percent of the staff was absent ten or more days, a positive increase of 20 percent.

Beside the daily types of leave taken, the 1973 - 1974 staff leave records show that most staff members used at least one day of the three educational leave days granted per year as opposed to less than 39 percent during the 1972 - 1973 school year.

It can be concluded that the total involvement of the staff in the activities and experiences afforded through this practicum inspired the staff to spend less leave away from the school setting unless it was for professional growth.

FURTHER APPLICATIONS

Superintendent Barbara Sizemore's 120-Day Report to the Board of Education strongly proposed the immediate implementation of massive staff development in each of the six decentralized regions.

The results of the Practicum will be transmitted to the persons charged with the specific responsibility of staff development in Region IV which includes Wheatley School.

Each Practicum Participant will be able to share the expertise gained from the implementation of the Practicum in his respective decentralized region. The positive results achieved will motivate other administrators to develop similar comprehensive staff development plans, thereby reaching large numbers of untapped human resources in the community.

The inclusion of community members in the educational decision-making process can stimulate their involvement in the politics of the recently legislated Home Rule Agreement. The problems of the District of Columbia school system can be partially attributed to insufficient funds for education. Wheatley's citizens are better equipped to lobby in Congress for financial support of staff development programs in order to continue growth initiated by the Practicum.

As the implementation of the Practicum progressed, the need for additional funds for baby-sitting services to encourage adult participation in day and evening school programs increased. Many prospective evening school students indicated a need for the services.

Finally, it was apparent that plans must be formulated to help an unreached segment of the Wheatley community, the disruptive teenage students of the Woodson Adult Education School. Many of these students were not reached by activities of the Practicum; therefore, their disruptive behavior which caused them to leave day school persisted in the evening school.

CONCLUSIONS

The evaluative strategies employed give supportive evidence of the fact that the combining of human efforts has made a significant difference in the lives of Wheatley School students and all the school and community persons involved in the educational process. The measurable gains attained by the collaborative human efforts have generated ripples of success for all. The development of positive attitudes of teachers toward the school's goals of reaching a diversified student population and the improved interpersonal skills of the staff and community have set the stage for positive change and growth of students.

The planned, comprehensive staff development program for Wheatley School staff, parents and community has been an attempt to increase the competency of the present staff through courses, workshops, conferences, inter-school visitations, and other activities. A staff development program geared to the needs of teachers has beneficial effects upon the quality of the teaching-learning situation. It is known in educational circles that as the quality of teaching increases, student achievement also increases.

According to James Coleman, the "quality of the teacher seems more important to the achievement of students from the minority groups.[3]

The outstanding value of the Practicum was the creation of positive attitudes toward school and the realization that increased communication resulted from the combined human efforts. The resultant growth promoting environment will nurture the development of Superintendent Sizemore's PACTS process (Parents, Adminstrators, Community, Teachers, Students) as the various levels of decision makers work harmoniously toward the solution of problems.

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[3]Joe L. Frost, The Disadvantaged Child, (Boston: Houghton-Mifflin), 1970, page 378.

A P P E N D I X A

WHEATLEY SCHOOL GOALS AND OBJECTIVES

WHEATLEY ELEMENTARY SCHOOL
Montello & Neal Street, N.E.
Washington, D.C. 20002

BUILDING GOALS - 1973-74

I. To upgrade the reading and math skills of every pupil. (Raise Achievements Levels)

II. To develop an awarness of self and how the self interacts with the world of work and play. (Career Awareness)

III. To create an atmosphere in which pupils feel accepted, responsible and accountable for behavior. (Changing or Controlling behavior)

IV. To encourage and accept community involvement in the total school program. (Administrative Team Approach)

Wheatley Specials - 73-74

1. After School Clubs for Pupils sponsored by volunteer teachers and aides.

2. Mini Grants Programs in Grade 6 with Miss Buie and Mr. Brooks.

   (a) Urban Environmental Education Project

   Theme: Sampling Pollution in the Potomac River from Washington, D.C. to Cuberland, Maryland - $150.00

   (b) Center for Educational Advancement Project Design

   Title: Diagnostic - Prescriptive Approach to Mathematics Instruction For Two Sixth Grades at Wheatley School - $228.00.

3. Three I.D.I. Teams

4. After School Day Care Program for approximately 60 pupils.

5. Title I Program.

6. Title III Reading Readiness Program in Mrs. Siler's Kindergarten.

7. IMS - Individualized Math System in Grade 6 with Miss Buie and Mr. Boooks.

8. Two Resource Teachers for Math and Reading skill development for pupils with specific weaknesses:

   Mrs. Horton Grades 3,5,6
   Mrs. Taylor Grades 1,2,4

9. Special in April:
   Book Fair in Room 102
   Paper Drive sponsored by Solid Waste Management Program at Federal City College.

10. Lunch Schedule

	Playground	Cafeteria
11:00-11:30	5,6	none
11:30-12:00	3,4	5,6
12:00-12:30	1,2	3,4
12:30-1:00	none	1,2

11. Special project with parents to elevate achievement sponsored by Department of Summer Schools, Continuing Education and Urban Service Corps and Wheatley School.

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of Elementary Education
Presidential Building
419 - 18th Street, N.W.
Washington, D.C. 20004

May 6, 1974

Memorandum to Mrs. Helen Dobrowolski:

Please express our appreciation to all members of the Wheatley staff for a well planned and very satisfying assessment visit on Monday, April 29, 1974.

The fine preparation of materials aided the Assessment team greatly in its analysis. The staff evaluation of Staff Development, supervision, curriculum, instruction, suppportive services, relations with parents and community school management, safety, physical plant and recordkeeping was very positive. I concur that arranging released time for staff development is a problem. FY/75 budget will permit the ordering of more appropriate grade 3 materials. While I saw parents in the building and the President of the PTA joined the assessment team in its observations, I am sure it is difficult to secure more parents who have time to assist in the school program. I have writtem a letter to the Superintendent of Building Operations regarding the need for a cleaner building.

Wherever I walked in halls, in classrooms, in cafeteria, I saw normal and relaxed children. I saw no hall walkers, children who were "acting out" or disruptive or bored. The improvement in pupil behavior is noticeable and a real tribute to teacher-pupil planning, a changing of behavior patterns and a real improvement in behavior modification. This 1973-1974 goal has been achieved through concentrated efforts and cooperation.

I appreciate your review of the staff analysis and your response for action to act upon the replies and suggestions of the teachers. All of us need to find ways of better communication within house and with the school community.

You have every right to be proud of the 1973-1974 Wheatley Specials! Congratulations on organizing three (3) IDI teams, the functioning of after school clubs, mini-grants for Urban Environmental Education and CEA Projects, the Title I program, after school day-care program, Title III Reading Program in kindergarten, IMS in grade 6, the Paper Drive - and the excellent Book Fair. The titles were varied and the contents appealing to children. Prices were moderate and I watched children's interest and excitement. It was a wonderful activity sponsored by the Wheatley teachers!

I would be interested in knowing the results of the potential drop-out survey being compiled by the counselor.

Both the material submitted to the team, the building profiles in the office and classroom profiles indicated the areas of need for skill mastery in reading and mathematics. After our discussion based upon our knowledge that there will

be no spring testing, I hope teachers and children will use current information and informal teacher testing to bring the profiles up to date. It would indicate the areas of skill mastery achieved since the September testing period. I am positive it will show success in skill attainment.

The survey of instructional reading levels of June, 1973 and April, 1974 do indicate both growth and the widening span of instructional levels. As you continue such grade level analysis, I trust the staff will continue its efforts to individualized instruction, introduce team teaching, develop the learning stations or task approach and use of programmed learning.

May I reproduce the "Self Checklist for Teachers"? It is a good guide to check one's own ideas and responses. Self analysis may be slightly painful but it is essential. I was impressed in my visitation to see evaluation responses by pupils regarding their teachers.

Mrs. Shirlee Craig and Mrs. Thelma Reid will prepare their remarks separately. However, I want to confirm that I suggested staff consideration of the balance of display of children's academic work as well as art work, the teaching of handwriting (teacher handwriting was such a good example), use of teacher time in guided silent reading, involvement of children in record keeping, keeping pace with children in their motivation, consideration of establishing a math lab and some additional depth in Science and Social Studies.

The atmosphere was a wholesome and friendly one. Teachers were well prepared and evidenced a real concern for children and use of variety of both materials and approaches.

While the building could be cleaner, there were no evidences of vandalism. Hall bulletin boards reflected content and concepts. Children had desk number lines to aid them and were guided by the daily plan or schedule developed to provide a balanced day.

I commend the staff for implementing their four (4) building goals - raise achievement levels in reading and math, career awareness and good self-image, changing and controlling behavior and developing an administrative team approach. It was very satisfying to see a faculty which could express its professional differences and evolve plans to implement through consensus. I felt that everyone at Wheatley felt "I am Somebody".

Please accept my great appreciation for your excellent leadership and the team spirit displayed toward the assistant principal and entire Wheatley staff. It was a good day at Wheatley.

Best wishes always.

Assistant Superintendent

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_____

Dear _____

This letter is to inform you of a service which will be beneficial to your child, _____. This program allows your child to remain in the regular instructional program, plus receive extra help from Miss Mayo, our staff resource person.

We welcome your visit to this school at your earliest convenience in order to discuss with you your child and the program. If necessary, other arrangements may be made.

Please sign and return this letter as soon as possible.

Thank you,
Principal
Helen L. Wheatley

School Based Teacher
M. A. Mayo

I, _____, would like my child, _____ to receive the services of the resource person at Wheatley School.
I am available to meet with her ___ at school or ___ at my home on _____ at ___ a.m./p.m.

Parent's Signature

_____

Wheatley Elem.

September 3, 1974

Memorandum to: Dr. Margaret Labot
Regional Superintendent
Area IV

Re: Staff Accomplishments and Professional Growth Activities
From 9/73 - 8/74

-Wheatley sent three teams to the Instructional Development Institute (I.D.I.) held at Carver Elementary School.
Our librarian, Mrs. Marie Goodman, was chosen as an IDI facilitator for other D.C.P.S. teams and went to Monroe N.C. as an IDI consultant in July.

-Mrs. Joan Parlar, 4th Grade teacher, conducted an After-school Parent Class where techniques for helping their students were given. This program was funded by friends of Adult Education Department.

-Mrs. Phyllis Hines, a 4th Grade Teacher, coordinated the formation of After-school Interest Clubs. Ten Interest Clubs were formed with Wheatley Staff as sponsors.

-Mr. Brooks, a 6th Grade Teacher participated in an intensified individualized math workshop. The program is called Individulaized Mathematics System (I.M.S.)

-Four 6th Grade Teachers (Ms. Selmar, Ms. Buie, Ms. Young, and Mrs. Payton participated in a four day workshop focused on Individualized Learning in Baltimore, Maryland (November, 1973). As a result of this workshop Ms. Buie taught and studied in the British Primary School in Oxford, England.

-Many of the staff traveled abroad this past school year:

Mrs. Morant - Hawaii	Mrs. Bolden Jamaica
Mrs. Young - West Indies	Mr. Ayala - Spain, France, Italy
Mrs. Wagner - Bahamas	Ms. Mayo - Canada
Mrs. Power - England	Mrs. Dobrowolski - Puerto Rico
Mrs. DuPres - Mid East	Virgin Island

- Mrs. Dobrowolski, principal, Mrs. Ridgley, assistant principal and Ms. Mayo, Community person, participated in the 3 day PACTS Workshop at Woodson Senior High in August, 1974.

- Mrs. Ridgley, assistant principal participated in PACTS Workshop held at Airlie House in June, 1974.

- Mrs. Dobrowolski, principal attended a Community Education Workshop for one week on the campus of Applachia University (Boone's North Carolina.)

- Mrs. Ridgley, assistant principal attended International Reading Conference in New Orleans, April, 1974.

- Mrs. Ridgley attended the two week course offered by Howard University for D.C.P.S. Administrators this past summer.

Helen L. Dobrowolski, Principal

ER/bw

A P P E N D I X B

INSERVICE TRAINING FOR WHEATLEY SCHOOL STAFF

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PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF SPECIAL EDUCATION
MACRUDER ADMINISTRATION ANNEX
1610 H STREET, N.W.
WASHINGTON, D.C. 20006

REQUEST FOR RESOURCE TEACHER

Name Mary J. Gross Unit O.

Date Sept. 19, 1973

Date Requested Fri. Oct. 26 1973

Type of Service:

(Workshop) Classroom

Demonstration (Staff Development)

Meeting Conference

Other _____

School/ or place to be serviced Wheatley School

Teacher Total Staff

Length of time service will be needed P.M. Session

Describe service:

The principal and union school chapter advisory council have requested Dept. of Special Education to be responsible for the first staff development session of the year. The agenda upon agenda consists of:

1. Canned presentation with key sessions discussions (Supervisor)
2. Behavior Management (Workshop) (Teacher suggestions for areas)

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DIVISION OF SPECIAL EDUCATION
MAGRUDER ADMINISTRATION BUILDING
1619 M STREET, N. W.
WASHINGTON, D. C. 20036

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TO: Mr. James Melbourne

FROM: Patricia Kitt

RE: Technique Assistance to Miss Diane Mayo,
S-B. Teacher Wheatley Elem. Sch.

DATE: October 1-3, 1973

Diane Mayo was very pleasant to work with and most anxious to accept assistance in any area to help create a more inviting and resourceful center. She was quite concerned about wanting other staff members visit and use materials in her S-B. resource room.

On the afternoon of October 1, we had a chance to discuss her concerns about the room and ways to approach the task of developing learning centers with designated skills. The next two days were used to persue the building for materials; - such as boxes from the cafeteria for carrels, old tables from the librarian.

We assembled other materials which were available in her room to make learning and assessment packets.

We changed and put up functional bulletin board and re-arranged the resource room. I think we created a resource room which reflected, 'Come Use and Brouse!.

c/c J. Melbourne
M. Gross
P. Kitt

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DIVISION OF SPECIAL EDUCATION
MAGRUDER ADMINISTRATION BUILDING
1619 H STREET, N. W.
WASHINGTON, D. C. 20036

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November 15, 1973

MEMORANDUM TO: Mr. Melbourne and Mrs. Maureen Thomas
Supervising Directors of Special Education

FROM: Mrs. Mary Gross, Supervisor of
Special Education

RE: Special Demonstration for Local School
Supportive Services Personnel

On Wednesday November 15, from 9:30 to 11:30 A.M. teams of key personnel from selected elementary schools were invited to observe the operation of Webb School's successful School Based Program. The concept of presenting the team approach to problems at Webb was an outgrowth of the monthly meeting at Whittier School during which time the school's individual team members shared their unique contributions in the implementation of the school-based program.

Mrs. Dean, the principal, and Mrs. Clark, the assistant principal, joined our School Based teachers and other guests in explaining the importance of teamwork in planning and implementing programs for students in need of support services. Fredia Taylor and Gladys Head each gave a tour of her resource room and explained the various elements of the School Based program.

The latter half of the session consisted of an open discussion of counselors, social worker, psychologists, principals, and school based teachers as to the effectiveness of joint efforts of team members. Webb School's counselor, Edith Tucci, was extremely supportive of the school's special education program. A young teacher and an experienced teacher each explained how pleased she was with the school based teachers' programs at Webb School.

We all left the meeting with an assurance of positive feelings of the potential of the school based program in serving students with problems.

The following persons attended the meeting:

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Administrators

Mrs. Vivian Dean, Webb
Mrs. Mildred Clark, Webb
Mr. Norman Grigsby, Keene

Counselors

Mrs. Baye Harrison, Keene
Mrs. Betty Cornish, Janney
Mr. George Washington, Rudolph
Mrs. Ella Rice, Langdon
Mrs. Audrey Waters, Emery
Mr. Ayala, Wheatley
Mrs. Elsie Miles, Rudolph
Mrs. Edith Tucci, Webb
Mrs. Reeves, Beers

Social Workers

Mrs. Kellog, Beers

Reading Teacher

Mrs. Lillian Williams, La Salle

School Based Teachers

Mrs. Fredia Taylor, Webb
Mrs. Gladys Head, Webb
Mrs. Blondine Hughes, Rudolph
Mrs. Cordelia Smith, Janney
Miss Dianna Mayo, Wheatley
Mrs. Beverly Williams, Langdon
Miss Loretta Browner, Lenox

Psychologist

Mr. Forman
Ms. Linda Arthur, George Washington University Intern

DEPARTMENT OF SPECIAL EDUCATION
SEIMC WORKSHOP

THE OVERHEAD PROJECTOR DEMONSTRATION

Webb School
December 6, 1973

Dianna Mayo, School Based Teacher
Kia Garnett, Media Resource Teacher
James Sullivan, Media Technician
Mary Gross, Special Education Supervisor

AGENDA

1. Introduce the machine and its use
2. Discuss various types of transparencies
3. Clear transparencies
4. Prepared transparencies
5. Thermo-Fax Machine
6. Clear overlays
7. Opaque overlays
8. Opaque objects
9. Arbitrary movement
10. Picture life
11. Slide making
12. Participation in making transparencies

SUPERINTENDENT OF SCHOOLS
PRESIDENTIAL BUILDING
415 - 12TH STREET, N. W.
WASHINGTON, D. C. 20004

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November 21, 1973

MEMORANDUM TO: All School Officers

SUBJECT: In-Service Training Resources Available in the Division of Special Education

The public school system is committed to support the concept of mainstreaming for mildly to moderately handicapped children. This means that the Division of Special Education must implement programs designed to keep as many students as possible in the regular educational system. This is accomplished primarily through the School-Based Program and the Educational Assessment Team Service which provides direct immediate, periodic, and temporary services to students and teachers within the local school. It is essential that teachers, administrators and parents realize the need for services in the local school setting and accept the School-Based Program as a professional effort to provide through regular education, hence mainstreaming, suitable educational programs for all children in the District of Columbia.

The Division of Special Education encourages teachers in regular education to develop the specific skills and techniques necessary to insure that children are kept in the mainstream of education. We believe in special education in the regular classroom and will offer through the School-Based Program a number of workshops for teachers, administrators and the parent community. These workshops are designed to meet the general needs of a group and are held in the Special Education Teacher Idea Exchange Rooms.

Magruder Building - 1619 M Street, N.W.
Madison School - 10th & G Streets, N.E.

In order to facilitate services to your school or group it is necessary to:

(1) Discuss the possibility of listed workshops with the school staff or group.

(2) Decide which workshop you would like to request.

(3) Fill in the request form.

(4) Give the request form to the school-based [illegible] who will plan with his/her supervisor and submit the form to Dr. Doris Woodson's office.

NOTE: Request must be submitted at least three(3) weeks in advance of the anticipated date of the workshop.

Barbara A. Sizemore
Superintendent of Schools

Attachment

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Special Education Workshop Request

The following workshops are available for one hour presentations. All requests must be submitted three (3) wrrks prior to requested date.

- [X] The School-Based Special Education Service (Explanation of Concept and Function)
- [ ] Making Instructional Materials
- [ ] Informal and Formal Testing
- [ ] Perceptual Development
- [ ] Establishment of an Effective Classroom Environment
- [ ] Development of Gross Motor Skills (Primary)
- [ ] Using Learning Centers in the Classroom
- [ ] Parental Guidance Seminar
- [ ] Development of Self-Concept
- [ ] Observing Students in the Total Environment
- [ ] Home Study Kits (Parents Teach At Home)
- [ ] Construction of Learning Packages
- [ ] Management of Classroom Behavior

Fill out and return the portion below to:

Special Education Workshop Service
Division of Special Education
1619 M Street, N.W.
Washington, D. C. 20036

From: School (or Group) Wheatley School Phone _____

School-Based Teacher Dianna Maya

Principal (or Group Leader) Helen Dobrowalski

Name of Workshop Requested The School Based Service

Type of Group Teachers (Teachers, Parents, Community)

Number of Participants 35

Requested Date Sept. 27, 1973 Alternate Date Oct. 1, 1973

Workshop Location. Please Check One.

- [ ] Magruder Teacher Idea Exchange, 1619 M Street, N.W.
- [ ] Madison Teacher Idea Exchange, 10th & G Streets, N.E.
- [X] Your School Building

This request should be submitted by the School-Based Teacher. You will be contacted concerning arrangements and confirmation of dates.

Dec. 2, 1974

From: School (or Group) Wheatley Phone 629-6197

School-Based Teacher Dianna Mayo

Principal (or Group Leader) Mrs. Helen L. Schumbrebe

* Name of Workshop Requested Behavior Management

Type of Group Teachers (Teachers, Parents, Community

Number of Participants 35

Requested Date Wed. Jan. 16, 1974 Alternate Date Wed. Jan. 23 1974

Team II

Workshop Location. Please Check One.

_____ Magruder Teacher Idea Exchange, 1619 M Street, N.W.

_____ Madison Teacher Idea Exchange, 10th & G Streets, N.E.

X Your School Building

This request should be submitted by the School-Based Teacher. You will be contacted concerning arrangements and confirmation of dates.

The assistant principal has recommended that Mrs. Nancy J. Brown do the workshop

~~* Invalid request for Title I project~~
(see attached memo)

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PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DIVISION OF SPECIAL EDUCATION
HAGRUDER ADMINISTRATION BUILDING
1810 H STREET, N. W.
WASHINGTON, D. C. 20036

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Date January 4, 1974

Dear Mrs. Dobrowolski
Ms. Dianna Mayo:

Thank you for your request for a workshop(s) from the Department of Special Education. We have scheduled the following:

Wheatley Elementary school

Wednesday, January 23, 1974 date (3PM-4PM)

Management of Classroom Behavior workshop

You will be contacted by telephone from someone in the Department of Special Education to further plan your workshop. The school based teacher is expected to assist the resource teacher(s).

Because of our limited supplies, you may be asked to provide some basic materials.

Sincerely,

Doris A. Woodson

(Dr.) Doris A. Woodson
Assistant to the Assistant
Superintendent

ATTENTION: Mrs. Mary Cross

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TEAM II - Pearl Allen

Resource Teachers Service Worksheet

1. Name of School Wheatley 2. Supervisor _____
3. School-Based Teacher Dianna Mayo
4. Name of Workshop Requested Management of Classroom Behavior
5. Type of Group Teachers
6. Number of Participants 35
7. Requested Date 1-16-74
8. Alternate Date _____ Actual 1-23-74
9. Time of Workshop 3pm
10. Location of Workshop Request _____ Actual _____
11. Contact Person Dianna Mayo
12. Specifics of the Requests - from school-based teacher, principal, group leader, etc. (format, tailor made inclusions, materials on hand, handouts, size of space needed, number of packets, etc.)

Team Leader requested to submit request for supplies/equipment to be furnished by this office and/or Wheatley.

Additional Comments: (1-4-74) Site and date confirmed by Principal, Mrs. Dobrowolski . Workshop to be held in Library(2nd floor). Report to main office upon entering building. Parking-(playground). Area small, very close to side of building-turn right. Please note that A.P. has requested that Mrs. Mary Cross "do the workshop". Address: Wheatley Elem School

Montello Avenue & Neal Street, NE

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Mary J. Gross 1/21/74 2:15
Dianna Mayo Wheatley
School Based

Plan for S.B. teacher participation in scheduled workshop on 1/23/74 and to evaluate program operation.

Dianna Mayo is making tremendous progress in upgrading the implementation of the School Based Program. She conscientiously accepts suggestions and incorporates them into her total program.

She has made great strides in consultative phase of the program although basically she is the quiet shy type who proceeds with caution.

Her resource room shows evidences of being a functional environment for use of both teachers and students. She has collaborated with the Title I reading teacher and the counselor in programming for students.

She has instituted the Special Support Team Conference on a weekly basis for planning for students with problems.

Our future goals are strategies to be developed for greater use of parents and self-concept development for

Miss Mayo

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Gross

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Wheatley Elem.
Montello Ave., & Neal St., N.Z.

H.L. Dobrowolski

January 28, 1974

Memorandum to: Dr. Marie Van Dyke
Asst. Supt. of Dept. Special Education

Re: A Workshop in Behavior Management

On behalf of the Wheatley staff, we wish to express appreciation for the delightful and practical workshop which was presented for us at 3:00 P.M. on January 23,1974 by the following people:

Mary Cross, Supervisor
Pearl Allen Resource Teacher
Mary Haile " "
Maryhall Sheed " "

We are hopeful that the many suggestions offered for changing behavior will help us bring about needed changes in the behavior of pupils and staff at Wheatley.

Helen L. Dobrowolski
Helen L. Dobrowolski, Principal

Dianna Mayo
Dianna Mayo, SRSE Teacher

HLD/bmw

cc: Johnson, Dorothy
Woodson, Doris
Cross, Mary
Allen, Pearl
Sheed, Maryhall
Haile, Mary

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Wheatley Elem.
Montello Ave., & Neal St., N.B.

H.L. Dobrowolski

March 8, 1974

To: Department of Special Education
Re: Learning Center Workshop

On behalf of the Wheatley Staff, we would like to extend our appreciation to the Special Education Department, Ms. Janelle Crawley and Ms. Anna Anderson for the delightful and informative workshop they presented to us on making learning centers and learning packets. Because of their expertise and flexibility, the workshop was very successful.

We look forward to having more, special education workshops in the near future.

Helen L. Dobrowolski

Helen L. Dobrowolski, Principal

Dianna Mayo

Dianna Mayo, BESE Teacher

HD/bw

//

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Staff Dev

13

Wheatley
March 28, 1974

Notice To Staff
Re - Staff Dev Day 3/29/74

So that our foods may be set up in the Auditorium where it will have room to accommodate parents and staff we ask that you supervise pupils through cafeteria lines and back to classroom to eat on the schedule below:

Grade 1 — 10:45	Grade 4 - 11:15
Grade 2 - 10:55	Grade 5 - 11:25
Grade 3 - 11:05	Grade 6 - 11:35
Kgn 11:30 -	

Mrs Goodman, Miss Mays, will be involved in preparation for our activities - so do not send pupils to them.

Mr Starkey is on leave until further notice

Miss Mr Diffee classes are cancelled today so she can free Mr Wagner to set up our food

Wheatley School
Staff Development Day
March 29, 1974
Evaluation Sheet

1. Would you like another workshop involving staff and parents?_ _____

2. What activity did you like best today?_ _____

_____

3. How do you feel this workshop might be improved?

_____

_____

4. Would you like the receipt for any dish?_____

_____

5. Shall we get together a booklet of wheatley receipts?

_____

6. Feel free to make any comments you wish below._____

_____

WHEATLEY ELEMENTARY SCHOOL
Montello Avenue & Neal Street, N.E.
Washington, D.C. 20002

Evaluation Staff Development Day
March 29, 1974

The Committee for Staff Development Day March 29, 1974, would like to thank the staff and parents for their participation. The Favorite Dish Luncheon was Extremely Delightful!! The Learning Devices Superb!!

Many expressed the desire for an all day similiar workshop, perhaps on a Saturday.

A tally of the Evaluation Sheets show the following responses:

Anpther Staff - Parent Workshop
yes -36 no -1

Activity Liked Best
Lunch -9
Making Devices- 8
Math Tape -4
All- 9
Showing Devices -1
Read. & Lang. - 2
No Comments -13

How Workshop Might Be Improved

More Times -19
More Space -3
All teachers and parents participation -1
More Individual Directions -1
No Comments -13

Request for Recipes
Spinach Pie
Baked Beans
Chicken Salad
Pineapple Upside Down Cake
Cocomut Cake
Ambrosia
Potato Pie

Booklet of Wheatley Recipes
yes -29 no- 1
no comments -7

Note - One person suggested the students could buy the booklets and money could go to P.T.A. or Trip Fund.

Other Comments

Enjoyable, Feeling of togetherness, (PACT)
Good Atmosphere -15

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More Variety -1
Babysitting Services -1
No Comments -7
More Parents -4
More Workshops -9

[redacted]03

Evaluation Report Prepared by Irmateen Hendricks, Grade 3 Teacher
[redacted] Kirkland, Grade 3 Teacher

April 16, 1974

To: Staff

Subject- "Metric" is Coming
Workshop- Math Department

The above workshop is planned for Wheatley and other Cluster III schools on Monday, May 13th, 1974. Each participant is expected to report to Payne Elementary School (15th & C Street, S.E.).

The workshop will be conducted a full school day 8:45a.m. - 3:15p.m.. One hour has been set aside for lunch 12:15 - 1:15.

According to the memorandum sent to us the following staff persons are expected to be in attendance:

1. One representative from each grade level, K-6 (Suggest the grade chairman or a teacher with a strong math interest selected by grade group.

2. A school officer

3. Librarian - Mrs. Goodman

4. Counselor - Mr. Ayala

5. All special subject teachers, including itinerant teachers who are servicing a school the day that school are scheduled to participate in the workshop:

Art - Ms. Power
Music - Mr. Starkey
Physical Education - Ms. McGriff
Music - Ms. Hill
School based - Special Education- Ms. Mayo
Title I Reading - Ms. Houston

Grade groups should submit the name of the person who will represent their grade level by april 26, 1974.

A program of the workshop is attached.

Thanks for your cooperation.

H.L. Dobrowolski

E.M. Ridgley

EMR/bmw

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APPENDIX C

ACTIVITIES FOR STUDENTS

MONTHLY SAFETY PROGRAM

January -- School Plant Safety

February -- Home Safety

March -- Traffic Safety

April -- Child Pedestrian and Bicycle Safety

May -- Water Safety

June -- Vacation Safety

Correlation of Safety to Other Subject Matter

Art -- Students designed safety posters for display in the building.

Reading -- Librarian provided a special corner for safety education books.

Social Studies -- Students discussed community helpers that provide protection for students and decided how each student could help these helpers. Students discussed types of transportation used in community and what is necessary for safe transportation.

Arithmetic -- Students made bar graphs and line graphs based on data in student accident reports. Students discussed the necessity for making repairs to bicycles and computed the estimated cost. Students cut traffic signs from cardboard to a specific dimension given.

Spelling -- New words came into use as a result of safety readings and discussions (pedestrian, intersection, shape, yield, crosswalks, extinguisher, railroad, etc.)

Language -- Students were asked to practice calling the fire department, ambulance, and police department. Students discussed and made posters giving the details for bicycle registration before the May 15 deadline, a new DC Law.

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Dear Parents,

On Monday, March 19th, our after-school Interest Clubs will begin. Your child, _____, is interested in joining the _____ Club. The club will meet for one hour (3 o'clock - 4 o'clock) once a week.

The ____ club will meet every _____. Please sign the permission slip below and send it back to school on Friday, March 15th.

If you would like to help with a club please indicate by checking (✓) the club below.

Thanks for your cooperation.

Sincerely yours,

Helen L. Brownfield, Principal

Barbara M. Ridley, Assistant Principal

Phyllis Ross, Interest Club Chairman

Send back to school the portion below

My child, _____, has permission to participate in the _____ club that will meet on _____ from 3 o'clock - 4 o'clock each week.

_____
Parent's Signature

I would like to volunteer my services for:

Check (✓)

_____ Sewing	_____ School Newspaper
_____ Red Cross	_____ Promises
_____ Library	_____ Drama
_____ Creative Arts	_____ Public Speaking
_____ Counseling Students	_____ Photography
_____ Chess Club	_____ Gymnastics

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Dear [illegible]

My response in offering some clubs around here has been great. We do a few things first we need to be clear on before we get started. Here are some we are going to propose & then we'll give you a chance to prioritize. We want you to do the most number of clubs that you will work with and when you are going to meet (what day 3:00 - 4:00?) at the bottom of the sheet. Leaders will you ask your children who would be interested in joining one of the following clubs? Please return by Wednesday (tomorrow) at 3:00 o'clock to office counter. All clubs should be in operation by next week.

Chess - Mrs. Hudson Sewing - Mrs. Wrangler, Brewer, Lounge, Brewton Lit Con - Brandt

Movers (5th graders) - Mrs. Mullen Chess - Mr. Gage, Buckley Drama - [illegible]

Library - Brandon, [illegible] Creative Arts - Brewer, Mr. Bree Lit Con - Brewer (already got one)

Teacher Librarian - Hedges Outstanding students - Mrs. Brewer (5th grade Rewards)

Readers:

Meeting not: _____ Meeting day: _____

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[illegible] for Dec.
of Lurnal Essentials. Mrs. Ridgley
and I shall try to finalize next
year's help. Plan Primary Assembly
for June 12 at 10:00 a.m. Plan
Unit (4-6) for June 13 at 9:30 A.M.
Awards will be limited and program
simple.

Each teacher should select One (1)
child to receive Outstanding
Citizenship Award and One (1)
student for Academic Excellence.
There will be the usual Perfect
Attendance, Office Friendly and
other special awards - PTA
Book Fair, Reward Award etc.

Please complete the attached
check list - Fifteen of you - today
if possible so we can prepare
awards this weekend.

[illegible]

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6-7-74

Teacher _____

List Names of Deserving Pupils

A: Outstanding Citizenship Award:

1. _____

B. Academic Excellence

1. _____

C. Perfect Attendance

1	12
2.	13
3.	14
4.	15
5.	16
6.	17
7.	18
8.	19
9	20
10	21
11	22

A P P E N D I X D

PARENTAL INVOLVEMENT

EDUCATIONAL OPPORTUNITIES

FOR

WHEATLEY SCHOOL COMMUNITY

REGISTER NOW ! !

WHERE: Woodson Jr. High Adult Education School
Minnesota Ave., & Foote Street, N.E.

CLASSES: Monday, Wednesday and Thursday
6:30 p.m. to 9:30 p.m.

OFFERINGS

Regular High School Courses
Special Attractions
Sewing-
Basic Skills -
Preparation for High School Equivalency
and Civil Service Exams --
Stretching Your Dollars-
Health and Family Living

For Further Information Call:

(Monday, Wednesday or Thursday 6:30 to 9:30 p.m.)
(Mr. Francis Powell, Jr. - 629-6857)

(Daily 8:30 to 4:30 p.m.)
(Mr. Alvin E. Gross, Supervising Director - 347-7767 or 737-0740)

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Wheatley Elementary School
Wheatley Avenue & Neal Street, N.E.
Washington, D.C. 20002

November 30, 1973

Dear Parent:

You have an opportunity to be part of an exciting afternoon parent program. You have been recommended to attend this special parent program to learn ways to help your child with his schoolwork.

The time will be 3:15 p.m. until 4:30 p.m. On Tuesday and Thursday for a three week period at Wheatley School in Room 306.

If you are interested please sign and return the portion below. You will be notified by the school concerning the dates the parents on your child's grade level will attend.

Check One:

_____ Yes, I will attend.

_____ No, I Cannot attend.

Parent's Name_____

Parent's Address_____ Tel. No._____

Child's Name_____ Grade_____

Thank you for your continued cooperation.

M.L. Schwaveldt
Principal

E. M. Ridgley
Asst. Principal

J. Parler
Teacher in charge

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